2000
AMENDMENTS
to the
Program of Studies: Elementary Schools

1. **Replace** front-end pages i to iii and Preamble pages 1 to 6 with **revised** front-end pages i to iii and Preamble pages 1 to 6.

2. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

   - **Insert new** ICT divider, following the Health section.
   - **Insert new** ICT title page, following the ICT divider.
   - **Insert new** ICT pages 1 to 42, following the ICT title page.

3. LANGUAGE LEARNING

   - **Replace** Language Learning title page, following the Language Learning divider. **Replace** Language Learning sections A., B. and C. with **new** English Language Arts (K–9), pages 1 to 95.
   - **Replace** Français A.1 with **revised** Français, page 1.
   - **Replace** French Language Arts A.1 with **revised** French Language Arts, page 1.

4. PHYSICAL EDUCATION

   - **Replace** Physical Education sections A., B. and C. with **new** Physical Education (K–12), pages 1 to 33.

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PROGRAM *of* STUDIES

Elementary Schools

This Program of Studies is issued under the authority of the Minister of Learning pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S–3.1 with amendments in force as of May 19, 1999.

Alberta
LEARNING

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This document reflects changes in the program of studies for elementary schools up to June 2000.

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PROGRAM OF STUDIES: KINDERGARTEN TO GRADE 6

2000 CONTENTS

PREAMBLE

Introduction 1
Program Foundations 2
Religious and Patriotic Instruction 4
Learning Resources 5

Course **All programs of study are available for viewing and downloading at <http://www.learning.gov.ab.ca> under Early Childhood Services to Grade 12 Education, Curriculum.**	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations
FINE ARTS			
Art	1985	1985	1985
Drama	1985	1985	1985
Music	1989	1989	1989
HEALTH	1989	1990	C1–C5 1990 C6–C12 1988 C13–C14 1990 C15–C16 1988 C17–C19 1990
INFORMATION AND COMMUNICATION TECHNOLOGY	2000	2000	2000
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Français	2000❶		
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French as a Second Language	1992		
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Blackfoot Language and Culture Program	1990	1990	1990
Cree Language and Culture Program	1989	1989	1989
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PHYSICAL EDUCATION	2000	2000	2000
SCIENCE	1996	1996	
SOCIAL STUDIES	1990	1990	1990

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

❶ Program information only.

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INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Internet. Print copies are available for purchase from the LRDC.

Basic Learning Resources

Alberta Learning authorizes a variety of resources to support the programs of study. Complete listings of all resources are to be found in the Learning Resources Distributing Centre (LRDC) *Buyers Guide*, or electronically through the:

- LRDC Internet web site at <http://www.lrdc.edc.gov.ab.ca>.

Resource listings can also be accessed through the:

- Authorized Resources Database at <http://www.learning.gov.ab.ca> under Early Childhood Services to Grade 12 Education, Students and Learning, Learning and Teaching Resources.

Internet Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found at <http://www.learning.gov.ab.ca> under Early Childhood Services to Grade 12 Education.

Organization is by Sites and Information, and thereafter by sections focusing on Students and Learning; Parents; Teaching; Funding; Education System; Technology; Transcript Requests; and Publications.

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PROGRAM FOUNDATIONS[1]

Vision

Optimizing human potential.

Mission

Alberta Learning's leadership and work with partners build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society.

Core Businesses

Basic learning:

- develop curriculum and set standards
- evaluate curriculum and assess outcomes
- certify teachers and learners
- fund school authorities
- support students with special needs.

By:

- being learner-focused
- establishing and maintaining effective partnerships and linkages
- being flexible, responsive and innovative
- providing system-wide planning, policy and information management
- evaluating performance and providing incentives
- promoting seamless transitions and lifelong learning
- ensuring system and fiscal accountability
- sharing information and achievements
- optimizing mobility and transferability.

Goals for Alberta's Learning System

The goals for Alberta's learning system outline government's ongoing aims and directions over the long term. To maintain a high-functioning society and prosperous economy, Alberta's learning system must:

- provide quality programs that are responsive, flexible, accessible, relevant and affordable
- enable learners to demonstrate high standards
- prepare learners for lifelong learning, work and citizenship
- develop and maintain effective relationships with partners
- operate responsively and responsibly.

These five goals support government's core businesses of people, prosperity and preservation and related goals.

Basic Education in Alberta—the Definition

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

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[1] Excerpted from *Alberta Learning Business Plan 2000-03*, February 24, 2000. The plan is available from the Communications Branch or can be found at the Alberta Learning web site.

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Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- respect the cultural diversity and common values of Canada
- demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly, and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Learning defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Learning assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise

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employability skills. The Minister of Learning provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 33(1) A board may

(a) prescribe religious instruction to be offered to its students;

(b) prescribe religious exercises for its students;

(c) prescribe patriotic instruction to be offered to its students;

(d) prescribe patriotic exercises for its students;

(e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

(a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or

(b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS–3.1 s33;1990 c36 s16

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LEARNING RESOURCES

Policy

Alberta Learning selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

Learning Resource Categories

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by students or teachers to facilitate learning and teaching. Many learning resources, both publisher-developed and teacher-made, are available for use in implementing elementary, junior high and senior high programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Learning authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Learning as the most appropriate for addressing the majority of outcomes of the course(s), substantial components of the course(s), or the most appropriate for meeting general outcomes across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Learning to assist in addressing some of the outcomes of course(s) or components of course(s); or to assist in meeting the outcomes across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Learning (for example, by publishers) that have been reviewed by Alberta Learning, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of basic learning; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Learning are authorized by definition.

Availability

Most authorized resources are available for purchase from the Learning Resources Distributing Centre (LRDC), 12360 – 142 Street, Edmonton, Alberta, Canada, T5L 4X9. Telephone 780–427–5775, Fax 780–422–9750, Internet <http://www.lrdc.edc.gov.ab.ca>.

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Resources are listed in the Learning Resources Distributing Centre *Buyers Guide* and at the LRDC web site. Resources are also listed in the Authorized Resources Database at the Alberta Learning web site. See page 1.

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INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

CONTENTS

Information and Communication Technology (K–12) [1]

[1] The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs.

Schools offering francophone and French immersion programs must take into account that ICT outcomes are to be achieved in the French language. Thus, the acquisition of software and operating systems should be consistent with the language of learning. In the case of dual-track schools, decisions regarding software and operating systems should be made on the basis of the needs of both student clienteles.

HEALTH

A. PROGRAM RATIONALE AND PHILOSOPHY

Good health depends on a combination of factors: the environment in which we live and work; the personal traits we have inherited; the care we receive from doctors and hospitals; and the personal behaviours or habits that we perform daily. All of these work together to affect our health.

Every day we are exposed to potential risks to good health. Pollution in the air we breathe is one example. It is a risk that we, as individuals, cannot do much about. Improving the quality of the environment usually requires the effort of concerned citizens working together for a healthier community.

There are, however, risks that we can control: risks stemming from our personal behaviours and habits. Health experts now agree that these personal behaviours and habits make up one of the most important factors in reducing potential risks and enhancing one's overall health.

The school has an important role to play in helping students to acquire knowledge and develop skills and attitudes that will enable them to live healthy lives. The Goals of Education for Alberta, which appear in the introduction to the *Program of Studies: Elementary Schools*, have clear implications for health education. Two of the "goals of schooling" in particular provide the basis for the present health component of the *Program of Studies: Elementary Schools*.

- To acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.

- To acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

The elementary health component identifies specific learner expectations that will help to achieve these goals.

Good health education will help students to understand and to cope with the major health problems of our times. In our society, these include such potentially crippling or fatal conditions as heart disease, respiratory disorders, cancer and accidental injuries. They also include problems related to stress management, diet and fitness, as well as disorders having to do with our ability to relate to others and to find meaning in our lives. Good health education will address all of these health concerns.

Knowledge of the human body and how it works forms an important part of the health component. However, students must know more than that. To deal effectively with today's health problems, they must develop good interpersonal skills. They must understand the many factors, such as peer pressure, advertising, and family and community values, that influence the

decisions they make. Moreover, they must be aware of the decision-making process, and learn good decision-making skills. In this regard, they must be aware of the importance of values that guide the decisions they make.

Because values play such an important role in decision making they form an important part of the health curriculum. For younger children, values are presented in this curriculum as directives for behaviour. For older students, there are learning objectives, which examine the nature of decision making and the role of values, to help them understand the place of values in their own lives.

The particular values which find expression in the elementary health curriculum also form the basis for the Desirable Personal Characteristics identified on pages ix and x of this document.

Virtually all of these characteristics appear in one or more of the learning objectives in the health curriculum. Two of them, however, occur over and over again: "Respectful—has respect for the opinions and rights of others, and for property" and "Responsible—accepts responsibility for own actions. Discharges duties in a satisfactory manner". These are attributes that characterize a caring individual who can behave in a responsible manner in many situations, including those that affect his or her health. They are attributes that "contribute to physical, mental and social well-being".

Since September 1989, all board operated schools have been required to offer human sexuality programs to their students. Therefore, the learner expectations outlined in Theme 5 of the Grades 4 to 6 health program of study are now a mandatory component of the elementary program of studies. Parents will retain the right to withdraw their children from classes about human sexuality, if they wish to do so.

The Child Abuse Prevention Unit (Theme 4, E.3) is an optional component of the elementary health program, and approval by school board motion is required. The school board should also determine whether specific terminology for private parts of the body will be used. Parents have the right to withdraw their children from classes about child abuse prevention, if they wish to do so.

B. GENERAL LEARNER EXPECTATIONS

Health education fosters the growth of knowledge, attitudes, skills and lifelong behaviours that will enable the individual to assume responsibility for healthy living and personal well-being. To help each student to learn how to achieve and maintain an appropriate level of health, the elementary health curriculum is organized around five themes. Each theme has a number of general learner expectations.

Theme 1: Self-awareness and Acceptance

- To consider and appreciate the worth of self and others.
- To appreciate the range of human emotions and the importance of expressing emotions positively.
- To understand the origins and characteristics of positive and negative personality traits.
- To recognize the influence of personal actions and decisions upon relationships with others.

Theme 2: Relating to Others

- To appreciate the qualities of others and how healthy relationships are made and maintained.
- To consider the importance of healthy relationships with others in the school setting.

Theme 3: Life Careers

- To recognize the interests and abilities of self and others.
- To understand the importance of work in our society, the occupations associated with work, and the formal and informal pursuits that prepare an individual for work.

Theme 4: Body Knowledge and Care

- To understand the structure, function and development of the body.
- To appreciate the importance of nutrition to health, and to apply the principles of good nutrition to daily living.
- To appreciate how factors such as rest, fitness and personal cleanliness contribute to healthful growth.
- To understand how sickness and disease can be prevented, and how drugs can be used appropriately and inappropriately.
- To understand the safety practices required in various situations, and to be aware of simple first aid responses to sickness and accidents.
- To appreciate the threats and aids to personal health and safety that exist in the community.

Theme 5: Human Sexuality

- To understand the structure and function of the reproductive system.
- To understand puberty and the changes associated with it.
- To understand how a human life is created.

As these themes are developed in the classroom, the goal of health education can be accomplished, if all three domains of learning are addressed. Each specific learning objective will have cognitive, affective and psychomotor behaviours associated with it. This is illustrated by the examples on the following page:

EXAMPLES OF LEARNING OBJECTIVES

	Cognitive (knowledge)	Affective (attitudes)	Psychomotor (skills)
Physical Dimension	Identifies the structure of a tooth and explains its function.	Accepts that healthy teeth are desirable for both functional and social reasons.	Brushes teeth properly.
Social/ Personal Dimension	Lists the characteristics of friendship.	Appreciates the need for friends.	Relates positively and effectively to others.

C. SPECIFIC LEARNER EXPECTATIONS

SCOPE AND SEQUENCE FOR THE HEALTH CURRICULUM

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 1	**SELF-AWARENESS AND ACCEPTANCE**					
A. Finding Yourself 1. Self-worth	• Uniqueness (elective)	• Importance of home and school (elective)	• Building strengths • Coping with difficult situations	• Respect for self • Self-concept • Ongoing changes	• "Put-ups" and "put-downs" on self and others • Improving ourselves	• Formulating goals • Basic values
B. Feelings 1. Expressing Oneself	• Types of emotions • Reality and fantasy (elective)	• Ways to express oneself • Others affect us		• Types of emotions • Expression of emotions varies • Responsibility for emotional expression	• Need to express feelings • Expressing feelings	
2. Dealing with Feelings Positively			• The positive approach • Showing positive feelings			
C. Personality 1. Influences and Characteristics				• Good and bad traits	• Influences of human relationships • Influences of social and physical environments (elective)	• Inherited and acquired traits (elective)
D. Responsibility to the World 1. Developing Relationships	• Family activities • Benefits of sharing • Respect for the privacy of others	• Honesty and trust • Consideration for others	• Making decisions • Accepting failure and discouragement	• Our actions affect others • Showing respect for others		• Game playing (elective)
2. Personal Accountability				• Responsibility for actions	• Consequences of our actions • Building authentic relationships	• Management of resources • Personal and social conscience
3. Problem Solving						• Decision-making skills
THEME 2	**RELATING TO OTHERS**					
A. Peers 1. Consideration for Others	• Similarities and differences in people • Respect for others • Good traits	• Personal behaviours	• Helping others			

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 2 (continued)			RELATING TO OTHERS			
2. Friendships		• For happiness	• Developing friendships	• Friendship • Need for friends • Courtesy in friendships • Siblings as friends • Making friends	• Developing skills for relationships • Disagreements	• Friendships with both sexes
3. Personal Interests and Abilities		• Strengths				
4. Importance of Self and Others		• Individual importance	• Others affect our self-image			
B. School 1. Working with Others	• Concern for classmates	• Strengths • Concentrating on strengths	• Building friendships	• Worth of others • Effect of class behaviour • Responsibility for one's own behaviour • Behavioural change • Pride in school • School accomplishments	• Supporting school peers	
2. Grown-ups			• Assist with problems		• Changing expectations	
THEME 3			LIFE CAREERS			
A. Self-understanding 1. Personal Interests and Abilities	• Interests of self and others • Different people have different abilities	• Strengths • Importance as an individual and group member	• People differ from each other • Positive attitudes	• Sharing time and talents	• Activities and interests	• Personal awareness
2. Relating to Others				• Respect for others		
B. Life Careers 1. The World of Work	• Types of occupations	• The role of the home, school and community • Provision of goods and services	• Concept of work	• Dependence on others • Striving for independence	• Cooperation among workers • Quality of work	• Occupations • Knowledge of occupations • Changing occupations • Why people work • Non-traditional roles
2. Occupations and Leisure Pursuits		• School contributions	• School preparation for employment • Communication skills	• Lifelong process		

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 3 (continued)			**LIFE CAREERS**			
3. Community, Home and School Trends				• Community, home and school trends	• Contributing factors to lifestyle • Lifestyles in the community	
C. Career Awareness, Planning and Preparation 1. Study Habits			• School habits			• School habits and the world of work
2. Preparing for the Next Grade	• Preparing for the next grade	• Preparing for the next grade	• Preparing for the next grade	• Preparing for the next grade	• Preparing for the next grade	• Preparing for the next grade
THEME 4			**BODY KNOWLEDGE AND CARE**			
A. Body Development 1. Body Growth		• Body cells • Growth stages • Growth rates vary	• Heredity—children differ • Children differ in growth • Nutrition and exercise (elective)	• Functions of body cells	• Variations of growth • Growth at puberty	• Stages of development
2. Body Senses	• The "five" senses	• Protecting the eyes and ears		• Sense of balance • The ears and eyes		
3. Parts of the Body (body systems)	• Skin • Two sets of teeth • Daily mouth care	• Body care and maintenance • Structure and functions of teeth • Losing teeth • Teeth, food products and plaque	• Daily dental care	• Major body organs • Digestive system • Urinary system • Lifetime dental care • Specialized dental care	• The cardio-respiratory system • Dental decay • Prevention of halitosis	• The skeletal system • The muscular system • The nervous system • The endocrine system
B. Nutrition 1. Identification of Nutritious Foods	• Identification of nutritious foods • Classification of foods • Appreciation of nutritious foods	• Nutritious foods • Classification of foods • Appreciation of nutritious foods • Daily requirements	• Nutritious and non-nutritious foods • Cultural dishes • Daily menus	• Nutritious foods • Classification of foods • Functions of foods	• Ingredients in foods	• Nutrients in foods • Factors influencing food choices • Selecting a balanced diet
2. Identification of Food Requirements			• Daily food requirements	• Actual daily requirements	• Using *Canada's Food Guide*	• Nutrient content
3. Identification of Quantities		• Identifies quantities of foods needed	• Daily menus	• Planning a balanced breakfast • Choosing foods	• Why we eat balanced meals • Energy out, energy in	

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 4 (continued)	BODY KNOWLEDGE AND CARE					
C. Growing Up Healthy (fitness, rest, weight, strength, posture and appearance) 1. Fitness	• Need for exercise	• Physical activity for fun and fitness	• Fun fitness activities	• Personal fitness attitude	• Cardiovascular fitness • Evaluating fitness	• Physical, social, emotional and mental benefits of fitness
2. Rest		• Rest is essential to health • Effects on energy and behaviour				
3. Weight, Strength and Posture	• Good posture			• Elements of good posture • Importance of good posture		• Gaining and losing weight
4. Appearance	• Cleanliness and personal well-being	• Bathing and showering	• How others view us	• Skin, hair, nails • Hair washing • Nail care • Effects of nutrition on appearance		
D. Diseases and Drugs 1. Prevention and Control	• Health habits	• Aids to getting well	• Personal health practices • The body fights germs	• Communicable and non-communicable diseases • Causes of diseases	• Body defenses • Basic health practices	• Ensuring cleanliness
2. Prescription and Non-prescription Drugs	• Medicine chest • Hazardous symbols		• When to use medicines and drugs • Refusing substances from strangers	• Drugs, effects and use • Types of drugs		• Taking drugs under supervision
3. Harmful Effects of Drugs			• Health hazards of smoking	• Why people use drugs • Effects and use of caffeine	• History of tobacco (elective) • Effects of tobacco • Smoking and sports • Reasons for smoking	• Reasons for taking drugs • Alternatives to drugs • Alcohol, effects and use • Effects of smoking
E. Safety and First Aid 1. Safety Practices (It is recommended that this sub-theme be taught at the beginning of the school year.)	• Pedestrian • Public transportation • Public play areas • Home and school safety • Bicycle safety	• Personal and family safety practices	• Safety in action • Community agencies	• Pedestrian safety • Safety procedures at home and school • Courtesy • Recreation safety • Bicycle safety	• Preventing accidents (elective)	• Home safety assessment

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 4 (continued)	BODY KNOWLEDGE AND CARE					
2. First Aid	• Basic first aid practices	• First aid	• Treating burns	• Basic first aid and lifesaving	• First aid procedures	• Emergency care
3. Child Abuse Prevention (optional: local school board approval required)	• Feelings that come from touching • Inappropriate touching • Dealing with inappropriate touching • Sources of help	• Reinforcement of previous objectives	• Reinforcement of previous objectives • Physical neglect	• Reinforcement of previous objectives • Physical abuse	• Reinforcement of previous objectives • Emotional abuse	• Reinforcement of previous objectives • Legislation
F. Protecting People's Health 1. Health and Support Services (elective)	• Community safety personnel		• Role of dental helpers • Seeing the dentist	• Primary support systems	• Secondary support systems	• Reducing stress • Available assistance for alcohol problems
2. Consumer Health • advertising • purchasing					• Effects of advertising	• Purchasing health products
3. Pollution • immediate environment • community activities		• Classroom appearance		• Responsibility to protect and save • Clean playgrounds	• Importance of clean air and water • Conservation (elective)	• Environmental protection agencies
4. Community Activities		• Recreation facilities	• Becomes aware of community facilities			• Expanded awareness of community facilities
5. Social Costs						• How living habits relate to physical and mental health
THEME 5	HUMAN SEXUALITY					
A. Puberty 1. Puberty				• Growth and sexual maturity	• Puberty in females • Puberty in males • What is normal?	• Sexuality—a part of one's total being • Sexual maturation, nocturnal emissions • Other physical and emotional changes in puberty • The menstrual cycle • Vocabulary • Describing puberty
B. Reproduction 1. A New Life				• Fertilization and birth	• Reproductive system • Maturity for reproduction	• Vocabulary • Describing reproduction

GRADE 1

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself

1. Self-worth:
   (a) Understands and accepts one's own importance as a person. (elective)

B. Feelings

1. Expressing Oneself:
   (a) Learns that all people have many kinds of feelings.

   (b) Becomes aware of the differences between reality and fantasy. (elective)

D. Responsibility to the World

1. Developing Relationships:
   (a) Recognizes one's membership in a family and the need to work and play together.

   (b) Learns the mutual benefits of sharing and interdependence.

   (c) Recognizes the need of others for privacy and independence.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers

1. Consideration for Others:
   (a) Understands that there are similarities and differences in all people.

   (b) Recognizes that the rights and property of others need to be respected.

   (c) Recognizes the good traits in others.

B. School

1. Working with Others:
   (a) Develops a special awareness and concern for members of one's class.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   (a) Recognizes personal interests and how we resemble or differ from others.

   (b) Develops an awareness that people have different abilities and that everyone makes a contribution to society.

B. Life Careers

1. The World of Work:
   (a) Recognizes that a number of occupations are required to maintain homes, schools and communities.

C. Career Awareness, Planning and Preparation

2. Preparing for the Next Grade:
   (a) Develops a greater awareness of expectations for Grade 2.

THEME 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

2. Body Senses:
   (a) Recognizes that the body has special abilities called senses.

3. Parts of the Body (body systems):
   (a) Understands the skin as a protective covering and sensory organ.

   (b) Understands the functions of teeth, gums, saliva, tongue and lips.

   (c) Understands that students have two sets of teeth during their life.

   (d) Recognizes that daily mouth care is important for dental health appearance.

   (e) Differentiates between less decay-producing foods and more decay-producing foods.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Recognizes and identifies nutritious foods.

   (b) Classifies foods into the four food groups.

   (c) Develops an appreciation for nutritious foods.

C. Growing Up Healthy

1. Fitness:
   (a) Understands the need for regular exercise to help the body grow and develop.

3. Weight, Strength and Posture:
   (a) Learns the importance of good posture.

4. Appearance:
   (a) Understands the relationship among cleanliness, physical health and personal well-being.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Learns that diseases can spread from person to person.

2. Prescription and Non-prescription Drugs:
   (a) Learns the significance of a medicine chest and its contents.

   (b) Learns the hazardous product symbols.

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Recognizes pedestrian rules and regulations.

   (b) Shows courtesy and caution when boarding, riding in and alighting from vehicles.

   (c) Becomes aware of recreational safety in the community.

   (d) Recognizes safety procedures for individual and family needs.

   (e) Becomes aware of practices for correct bicycle safety.

2. First Aid:
   (a) Has a basic understanding of first aid.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding that people have many kinds of feelings (see also Grade 1—Theme 1, B.1).

   (b) Demonstrates understanding that different kinds of touching can give people different feelings; e.g., good, bad, confused.

   (c) Appreciates the importance of trusting one's own feelings.

   (d) Recognizes the need for privacy and that it should be respected; e.g., when dressing, bathing (see also Grade 1—Theme 1, D.1).

   (e) Demonstrates understanding that the privacy of the private parts of the body should be respected (elective—local school board approval required: identifies the names of the private parts of the human body).

   (f) Recognizes situations where touching the private parts of the body is appropriate; e.g., cleanliness, medical reasons.

   (g) Recognizes situations where touching the private parts may cause unpleasant or confused feelings and may be wrong; e.g., touching of a child's private parts by an older person; a child being forced to look at or touch an older person's private parts.

   (h) Demonstrates understanding that children should not keep secrets about touching that give them bad or confused feelings.

   (i) Lists and demonstrates understanding of the "Four Safety Actions" that should be taken to deal with a potentially abusive situation:

   - say "no" very decisively
   - get away from the source of the abuse
   - tell someone you trust what is happening
   - keep telling about it until someone helps you.

   (j) Demonstrates understanding that the victim is not to blame in abuse situations.

   (k) Identifies people who could help in abuse situations (see also Grade 1—Theme 4, F.1).

(l) Demonstrates understanding of basic safety rules (see also Grade 1—Theme 4, E.1), and lists the three "Don't Go If It's No" questions★ for avoiding potentially dangerous situations:

- Do I have a "yes" feeling?
- Will anyone know where I am?
- Can I get help if I need it?

★ Adapted from "Three Stranger Questions," *Feeling Yes, Feeling No* © 1985, National Film Board. Reprinted by special permission of National Film Board/Green Thumb Theatre.

F. **Protecting People's Health** (elective)
1. Health and Support Services:
(a) Identifies and describes community personnel and agencies for safety.

2. Friendships:
(a) Understands that friends are important to one's happiness.

3. Personal Interests and Abilities:
(a) Develops an awareness of one's strengths to increase one's confidence.

4. Importance of Self and Others:
(a) Demonstrates a basic understanding of one's importance as an individual and as a group member.

B. **School**
1. Working with Others:
(a) Recognizes that everyone has strengths.

(b) Understands that it is better to concentrate on a person's strengths.

GRADE 2

Theme 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. **Finding Yourself**
1. Self-worth:
(a) Understands one's place and importance in the home and at school. (elective)

B. **Feelings**
1. Expressing Oneself:
(a) Understands that feelings and emotions are expressed in words, actions and facial/body expressions.

(b) Learns that we affect and are affected by the actions of others.

D. **Responsibility to the World**
1. Developing Relationships:
(a) Appreciates that others depend on and trust us.

(b) Practises consideration for others.

Theme 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. **Peers**
1. Consideration for Others:
(a) Learns that one's behaviours can hurt other people.

Theme 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. **Self-understanding**
1. Personal Interests and Abilities:
(a) Develops an awareness of one's strengths to increase one's self-confidence.

(b) Demonstrates a basic understanding of one's importance as an individual and as a member of a group.

B. **Life Careers**
1. The World of Work:
(a) Demonstrates familiarity with occupations related to maintaining a home and family, a school, and the community.

(b) Observes that occupations exist to provide services and produce goods.

2. Occupations and Leisure Pursuits:
(a) Recognizes that what is learned in school relates to maintaining a home and family, a school, and the community.

C. **Career Awareness, Planning and Preparation**
2. Preparing for the Next Grade:
(a) Develops a greater awareness of expectations for Grade 3.

Theme 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

1. Body Growth:
   (a) Learns that the cell is the basic structural unit of life.
   (b) Learns that there are human growth stages, but each person grows in a unique way or pattern.
   (c) Recognizes that people grow physically at different rates.
2. Body Senses:
   (a) Learns the basic protection of the senses, especially sight and hearing.
3. Parts of the Body (body systems):
   (a) Develops helpful practices for the care and maintenance of all body systems.
   (b) Understands the structure and functions of teeth.
   (c) Understands the effects of the loss of primary teeth and damage caused by the loss of permanent teeth.
   (d) Recognizes that foods affect teeth.

B. Nutrition

1. Identification of Nutritious Food:
   (a) Recognizes and identifies nutritious foods.
   (b) Classifies foods into the four food groups.
   (c) Develops an appreciation for nutritious foods.
3. Identification of Quantities:
   (a) Identifies quantities of foods needed.

C. Growing Up Healthy

1. Fitness:
   (a) Physical activity for fun and fitness.
2. Rest:
   (a) Learns that rest and relaxation are essential for a healthy body and mind.
   (b) Identifies the differences in energy and behaviour when fully rested, compared to insufficient rest.
   (c) Learns that physical activity promotes fitness and enjoyment.
4. Appearance:
   (a) Bathes regularly for physical, emotional and social well-being.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Understands what to do when not feeling well.

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Identifies and describes personal and family safety practices.
2. First Aid:
   (a) Understands some basics of first aid.
3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in Grade 1.

F. Protecting People's Health

3. Pollution:
   Immediate Environment:
   (a) Develops basic understanding of personal responsibility for appearance of classroom.
   (b) Practises classroom cleanliness, recognizing its effect on one's physical and social well-being.
4. Community Activities:
   (a) Becomes aware of community recreational facilities.

GRADE 3

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. **Finding Yourself**
   1. Self-worth:
      (a) Learns ways to develop strengths.

      (b) Learns to cope with difficult situations.

B. **Feelings**
   2. Dealing with Feelings Positively:
      (a) Develops ability to deal with feelings in positive ways.

      (b) Develops ways to show positive feelings.

D. **Responsibility to the World**
   1. Developing Relationships:
      (a) Learns that growing up involves making decisions and accepting consequences.

      (b) Learns to accept that growing up involves some failures and discouragements.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. **Peers**
   1. Consideration for Others:
      (a) Discovers that helping others is rewarding.

   2. Friendships:
      (a) Develops friendships with other boys and girls.

   4. Importance of Self and Others:
      (a) Discovers ways other people affect our self-image.

B. **School**
   1. Working with Others:
      (a) Recognizes school as a place to be with old friends, and as a place to make new friends.

   2. Grown-ups:
      (a) Learns that grown-ups can help with personal relationships.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. **Self-understanding**
   1. Personal Interests and Abilities:
      (a) Observes that people differ from one another in certain physical, intellectual and social characteristics.

      (b) Demonstrates positive attitudes toward oneself and others.

B. **Life Careers**
   1. The World of Work:
      (a) Develops an understanding of the concept of "work" and identifies work roles at home and at school.

   2. Occupations and Leisure Pursuits:
      (a) Recognizes that mastery of the basic skills will someday enhance their general employability.

      (b) Recognizes the need for effective communication skills.

C. **Career Awareness, Planning and Preparation**
   1. Study Habits:
      (a) Recognizes that habits developed in school have employment implications.

   2. Preparing for the Next Grade:
      (a) Develops a greater awareness of expectations for Grade 4.

THEME 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. **Body Development**
   1. Body Growth:
      (a) Understands that growth patterns are affected by heredity.

      (b) Recognizes that children grow at different rates.

(c) Becomes aware that nutrition and physical exercise affect body weight and strength. (elective)

3. Parts of the Body (body systems):
   (a) Recognizes that teeth are made to last a lifetime and that daily dental care is necessary to maintain healthy teeth and gums.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Identifies nutritious foods.

   (b) Develops an appreciation of foods from a variety of cultures.

2. Identification of Food Requirements:
   (a) Identifies food requirements.

3. Identification of Quantities:
   (a) Plans a daily menu.

C. Growing Up Healthy

1. Fitness:
   (a) Experiences and appreciates exercise as fun and practises it in the classroom, gymnasium and playground.

4. Appearance:
   (a) Understands that cleanliness is a factor in how others feel about us.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Learns that good health habits help us keep well.

   (b) Learns that our bodies fight disease.

2. Prescription and Non-prescription Drugs:
   (a) Learns that it is important to take drugs/medicines when needed and only under responsible supervision.

   (b) Learns to refuse to accept substances from strangers.

3. Harmful Effects of Drugs:
   (a) Becomes aware of the harmful effects of smoking.

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Identifies changes in the environment that affect safety.

   (b) Identifies and describes individual safety practices.

   (c) Identifies and describes individuals with special knowledge and skills influencing community safety.

2. First Aid:
   (a) Demonstrates how one treats burns.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.

   (b) Demonstrates understanding that families are responsible for meeting the basic physical needs of children and may do so in different ways.

   (c) Demonstrates awareness of the nature of physical neglect (failure to meet a child's basic physical needs, including failure to provide adequate nutrition, clothing, shelter, health care and protection from harm) and that the results can be harmful.

   (d) Identifies people who could help a child who is physically neglected.

F. Protecting People's Health

1. Health and Support Services (elective):
   (a) Understands the roles of the community dental helpers.

   (b) Understands the importance of regular dental visits.

4. Community Activities:
   (a) Becomes aware of community recreation facilities.

GRADE 4

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself

1. Self-worth:
   - (a) Learns that respect for oneself is essential.
   - (b) Understands that self-concept is determined by external and internal forces.
   - (c) Recognizes that self and others change in many ways.

B. Feelings

1. Expressing Oneself:
   - (a) Recognizes that all feelings and emotions are normal and can be good.
   - (b) Recognizes that feelings and emotions are shared by all but may be expressed differently.
   - (c) Understands that a sense of responsibility for emotional expression must be developed.

C. Personality

1. Influences and Characteristics:
   - (a) Learns the good and bad characteristics of personality.

D. Responsibility to the World

1. Developing Relationships:
   - (a) Recognizes the effects of one's actions on others.
   - (b) Respects the feelings, rights and property of others.
2. Personal Accountability:
   - (a) Accepts responsibility for one's own actions.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers

2. Friendships:
   - (a) Understands what a good friend is.
   - (b) Learns why everyone needs friends.
   - (c) Learns the role of courtesy in friendships.
   - (d) Recognizes that sisters and brothers can be friends.
   - (e) Learns how to make and keep friends.

B. School

1. Working with Others:
   - (a) Appreciates the needs of a new student.
   - (b) Recognizes the effect of behaviour on a class.
   - (c) Accepts responsibility for one's own behaviour.
   - (d) Learns that behaviour can be changed.
   - (e) Affirms the school as a good place to be.
   - (f) Takes pride in school and its accomplishments.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   - (a) Recognizes the importance of sharing time and talents with others.
2. Relating to Others:
   - (a) Appreciates and respects individual differences and the dignity and worth of every individual.

B. Life Careers

1. The World of Work:
   - (a) Recognizes that people must depend on other individuals, businesses and communities for their basic needs.
   - (b) Demonstrates a desire to work for personal satisfaction and independence.
2. Occupations and Leisure Pursuits:
   - (a) Understands that career development is a lifelong process.
3. Community, Home and School Trends:
   - (a) Develops interests and aptitudes by becoming involved in various school, home and community activities.

C. **Career Awareness, Planning and Preparation**
   2. Preparing for the Next Grade:
      (a) Develops a greater awareness of expectations for Grade 5.

THEME 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. **Body Development**
   1. Body Growth:
      (a) Understands the cell as the building block for all living things, and recognizes the types and functions of cells.

   2. Body Senses:
      (a) Recognizes that several body organs contribute to the sense of balance.

      (b) Learns the purpose and basic structure of the two main senses—the eyes and the ears.

   3. Parts of the Body (body systems):
      (a) Recognizes that body organs are essential to life and body functions.

      (b) Understands the purposes, locations and structure of the digestive and urinary systems.

      (c) Recognizes that teeth should last a lifetime.

      (d) Understands that certain dental problems require specialized help.

B. **Nutrition**
   1. Identification of Nutritious Foods:
      (a) Identifies nutritious foods.

      (b) Classifies foods into the four food groups.

      (c) Identifies functions of a variety of foods.

   2. Identification of Food Requirements:
      (a) Identifies food requirements.

   3. Identification of Quantities:
      (a) Plans a balanced breakfast and nutritious snacks.

      (b) Selects nutritious foods.

C. **Growing Up Healthy**
   1. Fitness:
      (a) Learns that the relationship among nutrition, rest, exercise, adequate sleep and physical activity promotes a healthy lifestyle.

   3. Weight, Strength and Posture:
      (a) Learns good posture techniques.

      (b) Learns the importance of good posture and its physical and social effects.

      (c) Becomes aware of some of the postural disorders and how these can be avoided.

   4. Appearance:
      (a) Understands the structure and function of the skin, hair and nails.

      (b) Knows how to wash hair, and how often.

      (c) Practises proper techniques for cutting fingernails and toenails.

      (d) Understands the effect of nutrition on skin, hair and nails.

D. **Diseases and Drugs**
   1. Prevention and Control:
      (a) Understands that diseases can be communicable and non-communicable.

      (b) Understands what causes diseases.

   2. Prescription and Non-prescription Drugs:
      (a) Is able to differentiate between prescription and non-prescription drugs.

      (b) Lists types of prescription and non-prescription drugs.

   3. Harmful Effects of Drugs:
      (a) Understands the reasons why people use drugs for non-medical purposes.

      (b) Recognizes that commonly used beverages and foods contain caffeine and understands the effects of caffeine.

E. **Safety and First Aid**
   1. Safety Practices:
      (It is recommended that this sub-theme be taught at the beginning of the school year.)
      (a) Recognizes pedestrian rules and regulations.

(b) Recognizes safety procedures at home and in the school.

(c) Shows courtesy and caution when boarding and riding in vehicles.

(d) Is aware of recreation safety in the community.

(e) Is aware of correct bicycle safety practices.

2. First Aid:
   (a) Will demonstrate basic first aid and lifesaving techniques.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.

   (b) Demonstrates awareness that adults use different ways of disciplining children.

   (c) Demonstrates awareness of the nature of physical abuse (the intentional use of force on any part of a child's body that results in serious injury), and that physical abuse is wrong.

   (d) Identifies people who could help a child who is physically abused.

F. Protecting People's Health

1. Health and Support Services (elective):
   (a) Understands the reasons people need support systems.

   (b) Identifies some of the primary support systems available.

   (c) Identifies ways to use primary support systems.

3. Pollution:
   (a) Recognizes that one must interact and relate to the total environment for one's own protection. (elective)

   (b) Accepts responsibility for saving energy and reducing waste.

   (c) Accepts responsibility for the disposing of wastes in appropriate receptacles.

   (d) Understands why playgrounds should be kept clean, and develops attitudes for keeping school grounds clean.

THEME 5: Human Sexuality

Sub-themes: A. Puberty; B. Reproduction

Instructional Objectives

A. Puberty

1. Puberty:
   (a) Understands the meaning of puberty.

   (b) Becomes familiar with the changes that take place from childhood to adulthood.

   (c) Learns that puberty brings body changes, including secondary sex characteristics.

   (d) Understands that males and females develop at different rates, and there are wide variations within each sex.

B. Reproduction

1. A New Life:
   (a) Understands the basic functions of reproduction.

GRADE 5

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself
   1. Self-worth:
      (a) Recognizes the effects of "put-ups" and "put-downs" on self and others.

      (b) Applies methods to improve strengths and weaknesses.

B. Feelings
   1. Expressing Oneself:
      (a) Understands the need for both males and females to be able to express their feelings and emotions.

      (b) Is aware of feelings, and is able to express them.

C. Personality
   1. Influences and Characteristics:
      (a) Recognizes that personality is developed and influenced by most human relationships.

      (b) Appreciates that the social and physical environment influences feelings and attitudes. (elective)

D. Responsibility to the World
   2. Personal Accountability:
      (a) Learns the positive and negative aspects of the consequences of one's actions.

      (b) Demonstrates honesty and reliability in a variety of situations.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers
   2. Friendships:
      (a) Develops skills that promote open, authentic relationships with others.

      (b) Recognizes that friends do not always have to agree with one another but can still remain friends.

B. School
   1. Working with Others:
      (a) Accepts the differences in abilities of school peers, and recognizes classmates as a supportive group.

   2. Grown-ups:
      (a) Becomes aware of the changing expectations of teachers and other adults.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding
   1. Personal Interests and Abilities:
      (a) Develops a greater awareness of how one's activities and interests relate to occupations.

B. Life Careers
   1. The World of Work:
      (a) Understands that cooperation among workers is important.

      (b) Demonstrates concern for the quality of one's work in and out of school, and recognizes that employer and employee, or teacher and student, have a responsibility to each other.

   3. Community, Home and School Trends:
      (a) Recognizes that various factors determine one's way of living.

      (b) Observes the ways of living of various people in the community, and beyond.

C. Career Awareness, Planning and Preparation
   2. Preparing for the Next Grade:
      (a) Develops a greater awareness of expectations for Grade 6.

Theme 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

1. Body Growth:
   (a) Understands that the rate of growth and development during early adolescence results in wide variations between individuals of the same and opposite sex.

   (b) Understands that growth at puberty occurs in spurts.

3. Parts of the Body (body systems):
   (a) Learns the structure and functions of the cardio-respiratory system.

   (b) Understands the role of plaque in dental decay and periodontal disease.

   (c) Learns the main causes and prevention of halitosis.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Identifies nutritious foods.

2. Identification of Food Requirements:
   (a) Identifies food requirements.

3. Identification of Quantities:
   (a) Plans a balanced meal.

   (b) Chooses food wisely.

C. Growing Up Healthy

1. Fitness:
   (a) Understands how strength, flexibility, agility and endurance develop through regular exercise to promote cardiovascular fitness.

   (b) Learns to evaluate one's level of fitness by a pre-test or post-test.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Recognizes that there are internal and external defences against disease.

   (b) Protects one's body from diseases by giving attention to proper rest, cleanliness, vaccines and appropriate clothing.

3. Harmful Effects of Drugs:
   (a) Investigates the history of tobacco. (elective)

   (b) Describes the immediate and long-term effects of tobacco.

   (c) Understands the effects of smoking on one's endurance in sports.

   (d) Recognizes some of the reasons why people begin to smoke. (elective)

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Is able to identify safety practices and appropriate attitudes in common accident situations. (elective)

2. First Aid:
   (a) Develops knowledge of basic first aid procedures.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.

   (b) Demonstrates awareness that basic emotional needs are met in different ways.

   (c) Demonstrates awareness of the nature of emotional abuse (repeated behaviour that severely damages a child's emotional development and sense of self-worth),★ and that emotional abuse is wrong.

   (d) Identifies people who could help a child who is emotionally abused.

★ Emotional abuse is a very subtle area, even for adults. It is difficult for emotionally abused children to perceive themselves as victims of this kind of abuse. The focus of this section is to promote general awareness of the importance of emotional nurturing, and the damage that can occur when emotional needs are repeatedly denied.

F. **Protecting People's Health**
   1. Health and Support Services (elective):
      (a) Identifies some of the secondary support systems available in the community.

   2. Consumer Health—Advertising:
      (a) Recognizes the prevalence of advertisements aimed at children in relation to foods and life style products.

   3. Pollution:
      (a) Understands that clean air and water are important to one's health.

      (b) Recognizes that the conservation of air and water depends upon many concerned people. (elective)

THEME 5: Human Sexuality

Sub-themes: A. Puberty; B. Reproduction

Instructional Objectives

A. **Puberty**
   1. Puberty:
      (a) Understands that the menstrual cycle is a natural, integral part of human reproduction and marks the onset of puberty in females.

      (b) Understands that puberty in males is marked by the production and release of sperm cells from the body.

      (c) Accepts one's own stage and level of development as normal.

B. **Reproduction**
   1. A New Life:
      (a) Develops a basic knowledge of how reproduction occurs and life begins.

      (b) Appreciates the differences between physical and social emotional readiness in reproduction.

GRADE 6

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. **Finding Yourself**
   1. Self-worth:
      (a) Understands the importance of setting short- and long-term goals for oneself.

      (b) Learns to recognize basic values.

C. **Personality**
   1. Influences and Characteristics:
      (a) Learns the basic differences between inherited and acquired characteristics. (elective)

D. **Responsibility to the World**
   1. Developing Relationships:
      (a) Learns to recognize and deal with "game playing". (elective)

   2. Personal Accountability:
      (a) Accepts responsibility for managing personal and financial resources.

      (b) Learns the meaning of personal and social conscience.

   3. Problem Solving:
      (a) Learns problem-solving and decision-making skills.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. **Peers**
   2. Friendships:
      (a) Develops friendships with both sexes.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   (a) Develops a greater awareness of oneself as an individual, and how one relates to others in society.

B. Life Careers

1. The World of Work:
   (a) Recognizes that occupations can be classified in various ways.

   (b) Examines a variety of occupations related to one's interests and abilities.

   (c) Recognizes the reasons why individuals change occupations.

   (d) Appreciates that work is an activity that gives meaning to one's life.

   (e) Becomes aware that there is an increasing number of men and women in non-traditional roles.

C. Career Awareness, Planning and Preparation

1. Study Habits:
   (a) Appreciates that attitudes and habits developed in school will be useful in the world of work.

2. Preparing for the Next Grade:
   (a) Develops a greater awareness of expectations for Grade 7.

THEME 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

1. Body Growth:
   (a) Understands the stages of human development.

3. Parts of the Body (body systems):
   (a) Learns the structure and functions of the skeletal system.

   (b) Learns the structure and functions of the muscular system.

   (c) Learns about some health problems and injury prevention techniques related to the skeletal and muscular systems.

   (d) Learns the purpose, structure and function of the nervous system.

   (e) Learns about some health problems related to the nervous system.

   (f) Learns the structure and function of the endocrine system.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Identifies nutritious foods.

   (b) Considers the factors that influence food choices.

   (c) Chooses from food alternatives.

2. Identification of Food Requirements:
   (a) Analyzes the nutrient content of combination foods.

C. Growing Up Healthy

1. Fitness:
   (a) Lists several physical, social, emotional and mental benefits of a fit person as opposed to an unfit person.

3. Weight, Strength and Posture:
   (a) Learns the causes of obesity and how to gain or lose weight in a healthful manner.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Describes several diseases that may occur when poor cleanliness exists.

2. Prescription and Non-prescription Drugs:
   (a) Learns the importance of taking drugs only as prescribed under responsible supervision.

3. Harmful Effects of Drugs:
   (a) Examines why students start using drugs such as alcohol, nicotine and caffeine.

   (b) Determines what alternatives to drug use are available.

   (c) Investigates the use of alcohol and its effects, its potential for abuse, and community problems that occur as a result of alcohol misuse and abuse.

   (d) Recognizes the effects of lifestyle choices on the development of diseases and general health.

E. Safety and First Aid
1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Assesses the home for safety hazards and formulates a plan (with parents) for reducing identified hazards.

2. First Aid:
   (a) Develops knowledge of basic emergency procedures.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.

   (b) Demonstrates awareness of the legislation relating to child abuse embodied in the *Child Welfare Act*.

   (c) Demonstrates awareness of what happens when abuse is reported.

F. Protecting People's Health
1. Health and Support Services (elective):
   (a) Examines methods and resources for reducing stress associated with health-related concerns; e.g., family break-up, death, today's living problems.

   (b) Becomes aware of agencies that assist families with alcohol problems.

2. Consumer Health—Purchasing:
   (a) Appreciates that the worth and cost of health products should be considered before purchase or use.

3. Pollution:
   (a) Recognizes that many organizations are necessary to maintain or enhance sanitary conditions.

4. Community Activities:
   (a) Becomes more aware of community recreational facilities and is encouraged to use them.

5. Social Costs:
   (a) Learns the social costs of diseases associated with smoking, alcohol and drug use and abuse.

THEME 5: Human Sexuality

Sub-themes: A. Puberty; B. Reproduction

Instructional Objectives

A. Puberty
1. Puberty:
   (a) Accepts that one's sexuality is a part of one's healthy body image.

   (b) Develops an awareness of new responsibilities faced as a result of sexual maturation.

   (c) Understands how sperm cells are produced and released from the body through nocturnal emissions.

   (d) Understands that the menstrual cycle is a natural, integral part of human reproduction.

   (e) Understands that there are emotional and physical changes that accompany puberty.

   (f) Develops an acceptable scientific vocabulary useful in describing puberty.

B. Reproduction
1. A New Life:
   (a) Develops an acceptable vocabulary useful in describing reproduction.

DU

INFORMATION AND COMMUNICATION TECHNOLOGY

A. RATIONALE AND PHILOSOPHY

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten through Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces. **The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs**.

Technology is best learned within the context of applications. Activities, projects and problems that replicate real-life situations are effective resources for learning technology. Students will learn:

- that, although technology is often complex, it is simply "a way of doing things"
- about the impact of technologies in their lives and workplaces
- how to determine which processes, tools and techniques to use, and when to use them
- how to use and apply a variety of information and communication technologies to problem solving, decision making, inquiring and researching in the context of other subject matter.

Technology will serve today's students well—in entry-level work and beyond, in further study and lifelong learning, and in their personal lives as inquisitive, reflective, discerning and caring citizens. Advanced technologies are more pervasive today than they have ever been, and their uses are expanding continually. ICT is significantly enhancing and altering human activity, and enabling us to live, work and think in ways that most of us never thought possible.

Since technology has an increasingly significant impact, and such broad implications for everyone—individuals, groups and entire nations—students must be prepared to understand, use and apply ICT in effective, efficient and ethical ways.

A Way of Doing Things

Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

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The ICT curriculum presents these concepts within three interrelated categories:

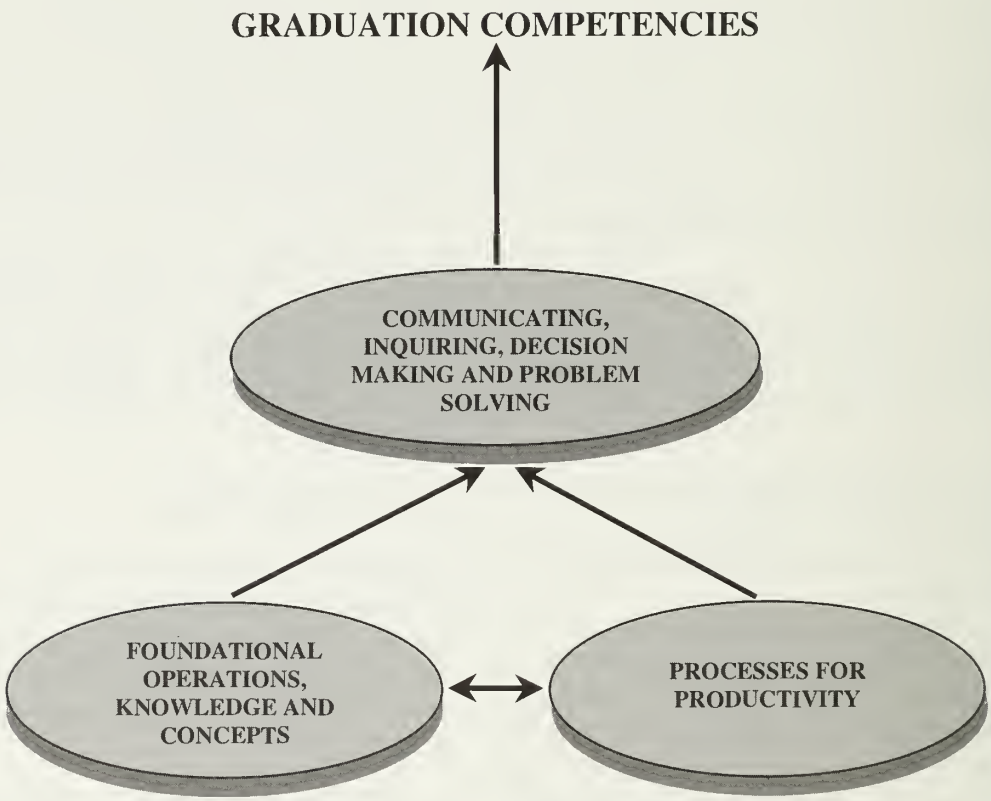
- communicating, inquiring, decision making and problem solving
- foundational operations, knowledge and concepts
- processes for productivity.

Communicating, inquiring, decision making and problem solving are about the ability to use a variety of processes to critically assess information, manage inquiry, solve problems, do research and communicate with a variety of audiences. Students are expected to apply their knowledge and skills in real-life situations.

Foundational operations, knowledge and concepts is about understanding the nature and affect of technology, the moral and ethical use of technology, mass media in a digitized context, ergonomic and safety issues, and basic computer, telecommunication and multimedia technology operations.

Processes for productivity is about the knowledge and skills required to use a variety of basic productivity tools and techniques—for example, text composition; data organization; graphical, audio and multimedia composition and manipulation; media and process integration; and electronic communication, navigation and collaboration through electronic means.

Expected ICT graduation competencies are illustrated in the diagram below.



Information and Communication Technology Outcomes

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ICT CURRICULUM

The contents of the ICT curriculum include:

- general outcomes
- specific outcomes
- illustrative examples
- assessment framework.

There is a progressive sequence of skill development throughout the grades.

General Outcomes

General outcomes are statements that identify what students are expected to know, be able to do and value upon completion of an exit level.

Specific Outcomes

Specific outcomes are statements identifying the component knowledge, skills and attitudes of a general outcome.

Illustrative Examples

Illustrative examples are provided in support documents and arranged by grade and subject. They are sample tasks that demonstrate and elaborate on the general and specific outcomes. They are important in further clarifying the intent of the outcomes and in conveying their richness, breadth and depth. There are suggestions for their placement in certain grade levels and/or subject areas, but they can be developed in any sequence that best meets student needs. **The illustrative examples are for discretionary use.**

Assessment Framework

The *Classroom Assessment Tool Kit* provides a support framework for determining student competencies in the ICT outcomes within core subjects and courses. Sample assessment tasks are provided in the subject areas of language arts, mathematics, science and social studies for Grade 3, Grade 6, Grade 9 and 20- and 23-level courses. These can be found at the Alberta Learning web site.

CURRICULUM OUTCOMES FORMAT

The format of the ICT curriculum has been structured in two ways. The outcomes, by category, are displayed once across all four divisions, and then stated once again, within each division.

FRENCH IMMERSION AND FRANCOPHONE PROGRAMS

Schools offering francophone and French immersion programs must take into account that ICT outcomes are to be achieved in the French language. Thus, the acquisition of software and operating systems should be consistent with the language of learning. In the case of dual-track schools, decisions regarding software and operating systems should be made on the basis of the needs of both student clienteles.

SOFTWARE TOOLS

Appropriate computer-based software tools are:

- word processing
- database
- spreadsheet
- draw/paint/graphics applications
- Internet browser
- email
- multimedia applications
- clipart/media clips.

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OUTCOME ORGANIZATION

OUTCOME CATEGORIES

Communicating, Inquiring, Decision Making and Problem Solving	
C1	Students will access, use and communicate information from a variety of technologies.
C2	Students will seek alternative viewpoints, using information technologies.
C3	Students will critically assess information accessed through the use of a variety of technologies.
C4	Students will use organizational processes and tools to manage inquiry.
C5	Students will use technology to aid collaboration during inquiry.
C6	Students will use technology to investigate and/or solve problems.
C7	Students will use electronic research techniques to construct personal knowledge and meaning.

Foundational Operations, Knowledge and Concepts	
F1	Students will demonstrate an understanding of the nature of technology.
F2	Students will understand the role of technology as it applies to self, work and society.
F3	Students will demonstrate a moral and ethical approach to the use of technology.
F4	Students will become discerning consumers of mass media and electronic information.
F5	Students will practise the concepts of ergonomics and safety when using technology.
F6	Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Processes for Productivity	
P1	Students will compose, revise and edit text.
P2	Students will organize and manipulate data.
P3	Students will communicate through multimedia.
P4	Students will integrate various applications.
P5	Students will navigate and create hyperlinked resources.
P5	Students will use communication technology to interact with others.

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B. GENERAL AND SPECIFIC OUTCOMES

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C1 **Students will access, use and communicate information from a variety of technologies.**	**DIVISION 1** C1 1.1 access and retrieve appropriate information from electronic sources for a specific inquiry 1.2 process information from more than one source to retell what has been discovered **DIVISION 2** C1 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes **DIVISION 3** C1 3.1 plan and conduct a search, using a wide variety of electronic sources 3.2 refine searches to limit sources to a manageable number 3.3 access and operate multimedia applications and technologies from stand-alone and online sources 3.4 access and retrieve information through the electronic network 3.5 analyze and synthesize information to create a product 3.6 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose **DIVISION 4** C1 4.1 plan and perform complex searches, using more than one electronic source 4.2 select information from appropriate sources, including primary and secondary sources 4.3 evaluate and explain the advantages and disadvantages of various search strategies 4.4 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C2 **Students will seek alternative viewpoints, using information technologies.**	**DIVISION 1** C2 1.1 [no outcomes for this division] **DIVISION 2** C2 2.1 seek responses to inquiries from various authorities through electronic media **DIVISION 3** C2 3.1 access diverse viewpoints on particular topics by using appropriate technologies 3.2 assemble and organize different viewpoints in order to assess their validity 3.3 use information technology to find facts that support or refute diverse viewpoints **DIVISION 4** C2 4.1 consult a wide variety of sources that reflect varied viewpoints on particular topics 4.2 evaluate the validity of gathered viewpoints against other sources
C3 **Students will critically assess information accessed through the use of a variety of technologies.**	**DIVISION 1** C3 1.1 compare and contrast information from similar types of electronic sources **DIVISION 2** C3 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used **DIVISION 3** C3 3.1 evaluate the authority and reliability of electronic sources 3.2 evaluate the relevance of electronically accessed information to a particular topic **DIVISION 4** C3 4.1 assess the authority, reliability and validity of electronically accessed information 4.2 demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C4 **Students will use organizational processes and tools to manage inquiry.**	**DIVISION 1** C4 1.1 follow a plan to complete an inquiry 1.2 formulate new questions as research progresses 1.3 organize information from more than one source **DIVISION 2** C4 2.1 design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary 2.2 organize information, using such tools as a database, spreadsheet or electronic webbing 2.3 reflect on and describe the processes involved in completing a project **DIVISION 3** C4 3.1 create a plan for an inquiry that includes consideration of time management 3.2 develop a process to manage volumes of information that can be made available through electronic sources 3.3 demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of "and" or "or" between search topics and the choice of appropriate search engines for the topic **DIVISION 4** C4 4.1 use calendars, time management or project management software to assist in conducting an inquiry

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C5 **Students will use technology to aid collaboration during inquiry.**	**DIVISION 1** C5 1.1 share information collected from electronic sources to add to a group task **DIVISION 2** C5 2.1 retrieve data from available storage devices, such as a shared folder, to which a group has contributed 2.2 record group brainstorming, planning and sharing of ideas by using technology 2.3 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and email **DIVISION 3** C5 3.1 access, retrieve and share information from electronic sources, such as common files 3.2 use networks to brainstorm, plan and share ideas with group members **DIVISION 4** C5 4.1 use telecommunications to pose critical questions to experts 4.2 participate in a variety of electronic group formats

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C6 **Students will use technology to investigate and/or solve problems.**	**DIVISION 1** C6 1.1 identify a problem within a defined context 1.2 use technology to organize and display data in a problem-solving context 1.3 use technology to support and present conclusions **DIVISION 2** C6 2.1 select and use technology to assist in problem solving 2.2 use data gathered from a variety of electronic sources to address identified problems 2.3 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment 2.4 solve problems, using numerical operations and such tools as calculators and spreadsheets 2.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 2.6 solve issue-related problems, using such communication tools as a word processor or email to involve others in the process 2.7 generate alternative solutions to problems by using technology to facilitate the process **DIVISION 3** C6 3.1 articulate clearly a plan of action to use technology to solve a problem 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action 3.3 evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modelling software 3.5 create a simulation or a model by using technology that permits the making of inferences **DIVISION 4** C6 4.1 investigate and solve problems of prediction, calculation and inference 4.2 investigate and solve problems of organization and manipulation of information 4.3 manipulate data by using charting and graphing technologies in order to test inferences and probabilities 4.4 generate new understandings of problematic situations by using some form of technology to facilitate the process 4.5 evaluate the appropriateness of the technology used to investigate or solve a problem

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C7 **Students will use electronic research techniques to construct personal knowledge and meaning.**	**DIVISION 1** C7 1.1 develop questions that reflect a personal information need 1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling 1.3 draw conclusions from organized information 1.4 make predictions based on organized information **DIVISION 2** C7 2.1 use a variety of technologies to organize and synthesize researched information 2.2 use selected presentation tools to demonstrate connections among various pieces of information **DIVISION 3** C7 3.1 identify patterns in organized information 3.2 make connections among related, organized data, and assemble various pieces into a unified message **DIVISION 4** C7 4.1 use appropriate strategies to locate information to meet personal needs 4.2 analyze and synthesize information to determine patterns and links among ideas 4.3 use appropriate presentation software to demonstrate personal understandings

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F1 **Students will demonstrate an understanding of the nature of technology.**	**DIVISION 1** F1 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information 1.2 apply terminology appropriate to the technologies being used at this division level 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology **DIVISION 2** F1 2.1 apply terminology appropriate to the technologies being used at this division level 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information 2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information 2.4 recognize the potential for human error when using technology **DIVISION 3** F1 3.1 demonstrate an understanding that information can be transmitted through a variety of media 3.2 explain the concept of software and hardware compatibility 3.3 apply terminology appropriate to the technology being used at this division level 3.4 demonstrate an understanding that digital technology follows a logical order of operations 3.5 explain the difference between digital and analog data on communication systems 3.6 explain how the need for global communication affects technology around the world 3.7 demonstrate the ability to troubleshoot technical problems 3.8 demonstrate an understanding that technology is a process, technique or tool used to alter human activity **DIVISION 4** F1 4.1 assess the strengths and weaknesses of computer simulations in relation to real-world problems 4.2 solve mathematical and scientific problems by selecting appropriate technology to perform calculations and experiments 4.3 apply terminology appropriate to technology in all forms of communication 4.4 demonstrate an understanding of the general concepts of computer programming and the algorithms that enable technological devices to perform operations and solve problems

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F2 **Students will understand the role of technology as it applies to self, work and society.**	**DIVISION 1** F2 1.1 identify technologies used in everyday life 1.2 describe particular technologies being used for specific purposes **DIVISION 2** F2 2.1 identify how technological developments influence one's life 2.2 identify the role technology plays in a variety of careers 2.3 examine the environmental issues related to the use of technology 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet 2.5 describe, using examples, how communication and information networks, such as the telephone and the Internet, create a global community **DIVISION 3** F2 3.1 describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment 3.2 identify potential technology-related career paths 3.3 identify the cultural impact of global communication 3.4 evaluate the driving forces behind various technological inventions 3.5 make inferences regarding future trends in the development and impact of communication technologies 3.6 explain ways in which technology can assist in the monitoring of local and global environmental conditions 3.7 analyze and assess the impact on society of having limitless access to information 3.8 identify the manner in which telecommunications technology affects time and distance **DIVISION 4** F2 4.1 use technology outside formal classroom settings 4.2 analyze how technological innovations and creativity affect the economy 4.3 demonstrate an understanding of new and emerging communication systems 4.4 evaluate possible potential for emerging technologies 4.5 demonstrate conservation measures when using technology 4.6 demonstrate an understanding of the basic principles and issues of e-commerce, including such topics as security and privacy, marketing, and implications for governments, businesses and consumers alike 4.7 use current, reliable information sources from around the world 4.8 analyze and assess the impact of technology on the global community

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F3 **Students will demonstrate a moral and ethical approach to the use of technology.**	**DIVISION 1** F3 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies 1.2 work collaboratively to share limited resources 1.3 demonstrate appropriate care of technology equipment 1.4 recognize and acknowledge the ownership of electronic material 1.5 use appropriate communication etiquette **DIVISION 2** F3 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements 2.2 work collaboratively to share limited resources 2.3 use appropriate communication language and etiquette 2.4 document sources obtained electronically, such as web site addresses 2.5 respect the privacy and products of others 2.6 use electronic networks in an ethical manner 2.7 comply with copyright legislation **DIVISION 3** F3 3.1 use time and resources on the network wisely 3.2 explain the issues involved in balancing the right to access information with the right to personal privacy 3.3 understand the need for copyright legislation 3.4 cite sources when using copyright and/or public domain material 3.5 download and transmit only materials that comply with the established network use policies and practices 3.6 model and assume personal responsibility for ethical behaviour and attitudes and acceptable use of information technologies and sources in local and global contexts **DIVISION 4** F3 4.1 demonstrate an understanding of how changes in technology can benefit or harm society 4.2 record relevant data for acknowledging sources of information, and cite sources correctly 4.3 respect ownership and integrity of information

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F4 **Students will become discerning consumers of mass media and electronic information.**	**DIVISION 1** F4 1.1 compare similar types of information from two different electronic sources **DIVISION 2** F4 2.1 recognize that graphics, video and sound enhance communication 2.2 describe how the use of various texts and graphics can alter perception 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound **DIVISION 3** F4 3.1 identify aspects of style in a presentation 3.2 understand the nature of various media and how they are consciously used to influence an audience 3.3 identify specific techniques used by the media to elicit particular responses from an audience 3.4 recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication **DIVISION 4** F4 4.1 discriminate between style and content in a presentation 4.2 evaluate the influence and results of digital manipulation on our perceptions 4.3 identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F5 **Students will practise the concepts of ergonomics and safety when using technology.**	**DIVISION 1** F5 1.1 demonstrate proper posture when using a computer 1.2 demonstrate safe behaviours when using technology **DIVISION 2** F5 2.1 demonstrate the application of ergonomics to promote personal health and well-being 2.2 identify and apply safety procedures required for the technology being used **DIVISION 3** F5 3.1 identify risks to health and safety that result from improper use of technology 3.2 identify and apply safety procedures required for the technology being used **DIVISION 4** F5 4.1 assess new physical environments with respect to ergonomics 4.2 identify safety regulations specific to the technology being used

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F6 **Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.**	**DIVISION 1** F6 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down 1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys 1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media **DIVISION 2** F6 2.1 power up and power down various technologies and peripherals correctly 2.2 use and organize files and directories 2.3 use peripherals, including printers and scanners 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys **DIVISION 3** F6 3.1 connect and use audio, video and digital equipment 3.2 perform routine data maintenance and management of personal files 3.3 demonstrate proficiency in uploading and downloading text, image, audio and video files 3.4 demonstrate the ability to control devices electronically 3.5 describe the steps involved in loading software 3.6 identify and apply safety procedures, including antivirus scans and virus checks, to maintain data integrity **DIVISION 4** F6 4.1 continue to demonstrate the outcomes addressed within the previous divisions. Students interested in pursuing advanced study in such areas as electronics, programming, computer-aided design and drafting (CADD), robotics and other industrial applications of technology will find opportunities in Career and Technology Studies (CTS) courses.

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P1 **Students will compose, revise and edit text.**	**DIVISION 1** P1 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques 1.2 edit complete sentences, using such features of word processing as cut, copy and paste **DIVISION 2** P1 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style 2.3 convert digital text files by opening and saving them as different file types **DIVISION 3** P1 3.1 design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index 3.2 use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document 3.3 revise text documents based on feedback from others 3.4 use appropriate communication technology to elicit feedback from others **DIVISION 4** P1 4.1 continue to demonstrate the outcomes achieved in prior grades and course subjects

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P2 **Students will organize and manipulate data.**	**DIVISION 1** P2 1.1 read information from a prepared database **DIVISION 2** P2 2.1 enter and manipulate data by using such tools as spreadsheets or databases for a specific purpose 2.2 display data electronically through graphs and charts **DIVISION 3** P2 3.1 design, create and modify a database for a specific purpose 3.2 design, create and modify a spreadsheet for a specific purpose, using functions such as SUM, PRODUCT, QUOTIENT and AVERAGE 3.3 use a variety of technological graphing tools to draw graphs for data involving one or two variables 3.4 use a scientific calculator or a computer to solve problems involving rational numbers **DIVISION 4** P2 4.1 manipulate and present data through the selection of appropriate tools, such as scientific instrumentation, calculators, databases and/or spreadsheets

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P3 **Students will communicate through multimedia.**	**DIVISION 1** P3 1.1 access images, such as clip art, to support communication 1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes 1.3 access sound clips or recorded voice to support communication **DIVISION 2** P3 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes 2.2 access available databases for images to support communication **DIVISION 3** P3 3.1 create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location 3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources **DIVISION 4** P3 4.1 select and use, independently, multimedia capabilities for presentations in various subject areas 4.2 support communication with appropriate images, sounds and music 4.3 apply general principles of graphic layout and design to a document in process

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P4 **Students will integrate various applications.**	**DIVISION 1** P4 1.1 integrate text and graphics to form a meaningful message 1.2 balance text and graphics for visual effect **DIVISION 2** P4 2.1 integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect **DIVISION 3** P4 3.1 integrate information from a database into a text document 3.2 integrate database reports into a text document 3.3 emphasize information, using placement and colour **DIVISION 4** P4 4.1 integrate a variety of visual and audio information into a document to create a message targeted for a specific audience 4.2 apply principles of graphic design to enhance meaning and audience appeal 4.3 use integrated software effectively and efficiently to reproduce work that incorporates data, graphics and text

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P5 **Students will navigate and create hyperlinked resources.**	**DIVISION 1** P5 1.1 navigate within a document, compact disc or other software program that contains links 1.2 access hyperlinked sites on an intranet or the Internet **DIVISION 2** P5 2.1 create and navigate a multiple-link document 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file 2.3 navigate the Internet with appropriate software **DIVISION 3** P5 3.1 create a multiple-link web page 3.2 demonstrate proficient use of various information retrieval technologies **DIVISION 4** P5 4.1 create multiple-link documents appropriate to the content of a particular topic 4.2 post multiple-link pages on the World Wide Web or on a local or wide area network

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P6 **Students will use communication technology to interact with others.**	**DIVISION 1** P6 1.1 compose a message that can be sent through communication technology 1.2 communicate electronically with people outside the classroom **DIVISION 2** P6 2.1 select and use the technology appropriate to a given communication situation **DIVISION 3** P6 3.1 communicate with a targeted audience, within a controlled environment, by using such communication technologies as email and web browsers 3.2 demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files **DIVISION 4** P6 4.1 select and use the appropriate technologies to communicate effectively with a targeted audience

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C1 **Students will access, use and communicate information from a variety of technologies.**	C1 1.1 access and retrieve appropriate information from electronic sources for a specific inquiry 1.2 process information from more than one source to retell what has been discovered
C2 **Students will seek alternative viewpoints, using information technologies.**	C2 1.1 [no outcomes for this division]
C3 **Students will critically assess information accessed through the use of a variety of technologies.**	C3 1.1 compare and contrast information from similar types of electronic sources
C4 **Students will use organizational processes and tools to manage inquiry.**	C4 1.1 follow a plan to complete an inquiry 1.2 formulate new questions as research progresses 1.3 organize information from more than one source
C5 **Students will use technology to aid collaboration during inquiry.**	C5 1.1 share information collected from electronic sources to add to a group task
C6 **Students will use technology to investigate and/or solve problems.**	C6 1.1 identify a problem within a defined context 1.2 use technology to organize and display data in a problem-solving context 1.3 use technology to support and present conclusions
C7 **Students will use electronic research techniques to construct personal knowledge and meaning.**	C7 1.1 develop questions that reflect a personal information need 1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling 1.3 draw conclusions from organized information 1.4 make predictions based on organized information

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F1 **Students will demonstrate an understanding of the nature of technology.**	F1 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information 1.2 apply terminology appropriate to the technologies being used at this division level 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology
F2 **Students will understand the role of technology as it applies to self, work and society.**	F2 1.1 identify technologies used in everyday life 1.2 describe particular technologies being used for specific purposes
F3 **Students will demonstrate a moral and ethical approach to the use of technology.**	F3 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies 1.2 work collaboratively to share limited resources 1.3 demonstrate appropriate care of technology equipment 1.4 recognize and acknowledge the ownership of electronic material 1.5 use appropriate communication etiquette
F4 **Students will become discerning consumers of mass media and electronic information.**	F4 1.1 compare similar types of information from two different electronic sources
F5 **Students will practise the concepts of ergonomics and safety when using technology.**	F5 1.1 demonstrate proper posture when using a computer 1.2 demonstrate safe behaviours when using technology
F6 **Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.**	F6 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down 1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys 1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P1 **Students will compose, revise and edit text.**	P1 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques 1.2 edit complete sentences, using such features of word processing as cut, copy and paste
P2 **Students will organize and manipulate data.**	P2 1.1 read information from a prepared database
P3 **Students will communicate through multimedia.**	P3 1.1 access images, such as clip art, to support communication 1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes 1.3 access sound clips or recorded voice to support communication
P4 **Students will integrate various applications.**	P4 1.1 integrate text and graphics to form a meaningful message 1.2 balance text and graphics for visual effect
P5 **Students will navigate and create hyperlinked resources.**	P5 1.1 navigate within a document, compact disc or other software program that contains links 1.2 access hyperlinked sites on an intranet or the Internet
P6 **Students will use communication technology to interact with others.**	P6 1.1 compose a message that can be sent through communication technology 1.2 communicate electronically with people outside the classroom

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C1 **Students will access, use and communicate information from a variety of technologies.**	C1 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
C2 **Students will seek alternative viewpoints, using information technologies.**	C2 2.1 seek responses to inquiries from various authorities through electronic media
C3 **Students will critically assess information accessed through the use of a variety of technologies.**	C3 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used
C4 **Students will use organizational processes and tools to manage inquiry.**	C4 2.1 design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary 2.2 organize information, using such tools as a database, spreadsheet or electronic webbing 2.3 reflect on and describe the processes involved in completing a project
C5 **Students will use technology to aid collaboration during inquiry.**	C5 2.1 retrieve data from available storage devices, such as a shared folder, to which a group has contributed 2.2 record group brainstorming, planning and sharing of ideas by using technology 2.3 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and email

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C6 **Students will use technology to investigate and/or solve problems.**	C6 2.1 select and use technology to assist in problem solving 2.2 use data gathered from a variety of electronic sources to address identified problems 2.3 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment 2.4 solve problems, using numerical operations and such tools as calculators and spreadsheets 2.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 2.6 solve issue-related problems, using such communication tools as a word processor or email to involve others in the process 2.7 generate alternative solutions to problems by using technology to facilitate the process
C7 **Students will use electronic research techniques to construct personal knowledge and meaning.**	C7 2.1 use a variety of technologies to organize and synthesize researched information 2.2 use selected presentation tools to demonstrate connections among various pieces of information

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F1 **Students will demonstrate an understanding of the nature of technology.**	F1 2.1 apply terminology appropriate to the technologies being used at this division level 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information 2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information 2.4 recognize the potential for human error when using technology
F2 **Students will understand the role of technology as it applies to self, work and society.**	F2 2.1 identify how technological developments influence one's life 2.2 identify the role technology plays in a variety of careers 2.3 examine the environmental issues related to the use of technology 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet 2.5 describe, using examples, how communication and information networks, such as the telephone and the Internet, create a global community
F3 **Students will demonstrate a moral and ethical approach to the use of technology.**	F3 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements 2.2 work collaboratively to share limited resources 2.3 use appropriate communication language and etiquette 2.4 document sources obtained electronically, such as web site addresses 2.5 respect the privacy and products of others 2.6 use electronic networks in an ethical manner 2.7 comply with copyright legislation

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F4 **Students will become discerning consumers of mass media and electronic information.**	F4 2.1 recognize that graphics, video and sound enhance communication 2.2 describe how the use of various texts and graphics can alter perception 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound
F5 **Students will practise the concepts of ergonomics and safety when using technology.**	F5 2.1 demonstrate the application of ergonomics to promote personal health and well-being 2.2 identify and apply safety procedures required for the technology being used
F6 **Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.**	F6 2.1 power up and power down various technologies and peripherals correctly 2.2 use and organize files and directories 2.3 use peripherals, including printers and scanners 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P1 **Students will compose, revise and edit text.**	P1 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style 2.3 convert digital text files by opening and saving them as different file types
P2 **Students will organize and manipulate data.**	P2 2.1 enter and manipulate data by using such tools as spreadsheets or databases for a specific purpose 2.2 display data electronically through graphs and charts
P3 **Students will communicate through multimedia.**	P3 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes 2.2 access available databases for images to support communication
P4 **Students will integrate various applications.**	P4 2.1 integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect
P5 **Students will navigate and create hyperlinked resources.**	P5 2.1 create and navigate a multiple-link document 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file 2.3 navigate the Internet with appropriate software
P6 **Students will use communication technology to interact with others.**	P6 2.1 select and use the technology appropriate to a given communication situation

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C1 **Students will access, use and communicate information from a variety of technologies.**	C1 3.1 plan and conduct a search, using a wide variety of electronic sources 3.2 refine searches to limit sources to a manageable number 3.3 access and operate multimedia applications and technologies from stand-alone and online sources 3.4 access and retrieve information through the electronic network 3.5 analyze and synthesize information to create a product 3.6 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
C2 **Students will seek alternative viewpoints, using information technologies.**	C2 3.1 access diverse viewpoints on particular topics by using appropriate technologies 3.2 assemble and organize different viewpoints in order to assess their validity 3.3 use information technology to find facts that support or refute diverse viewpoints
C3 **Students will critically assess information accessed through the use of a variety of technologies.**	C3 3.1 evaluate the authority and reliability of electronic sources 3.2 evaluate the relevance of electronically accessed information to a particular topic
C4 **Students will use organizational processes and tools to manage inquiry.**	C4 3.1 create a plan for an inquiry that includes consideration of time management 3.2 develop a process to manage volumes of information that can be made available through electronic sources 3.3 demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of "and" or "or" between search topics and the choice of appropriate search engines for the topic

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C5 **Students will use technology to aid collaboration during inquiry.**	C5 3.1 access, retrieve and share information from electronic sources, such as common files 3.2 use networks to brainstorm, plan and share ideas with group members
C6 **Students will use technology to investigate and/or solve problems.**	C6 3.1 articulate clearly a plan of action to use technology to solve a problem 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action 3.3 evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modelling software 3.5 create a simulation or a model by using technology that permits the making of inferences
C7 **Students will use electronic research techniques to construct personal knowledge and meaning.**	C7 3.1 identify patterns in organized information 3.2 make connections among related, organized data, and assemble various pieces into a unified message

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F1 **Students will demonstrate an understanding of the nature of technology.**	F1 3.1 demonstrate an understanding that information can be transmitted through a variety of media 3.2 explain the concept of software and hardware compatibility 3.3 apply terminology appropriate to the technology being used at this division level 3.4 demonstrate an understanding that digital technology follows a logical order of operations 3.5 explain the difference between digital and analog data on communication systems 3.6 explain how the need for global communication affects technology around the world 3.7 demonstrate the ability to troubleshoot technical problems 3.8 demonstrate an understanding that technology is a process, technique or tool used to alter human activity
F2 **Students will understand the role of technology as it applies to self, work and society.**	F2 3.1 describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment 3.2 identify potential technology-related career paths 3.3 identify the cultural impact of global communication 3.4 evaluate the driving forces behind various technological inventions 3.5 make inferences regarding future trends in the development and impact of communication technologies 3.6 explain ways in which technology can assist in the monitoring of local and global environmental conditions 3.7 analyze and assess the impact on society of having limitless access to information 3.8 identify the manner in which telecommunications technology affects time and distance

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F3 **Students will demonstrate a moral and ethical approach to the use of technology.**	F3 3.1 use time and resources on the network wisely 3.2 explain the issues involved in balancing the right to access information with the right to personal privacy 3.3 understand the need for copyright legislation 3.4 cite sources when using copyright and/or public domain material 3.5 download and transmit only materials that comply with the established network use policies and practices 3.6 model and assume personal responsibility for ethical behaviour and attitudes and acceptable use of information technologies and sources in local and global contexts
F4 **Students will become discerning consumers of mass media and electronic information.**	F4 3.1 identify aspects of style in a presentation 3.2 understand the nature of various media and how they are consciously used to influence an audience 3.3 identify specific techniques used by the media to elicit particular responses from an audience 3.4 recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication
F5 **Students will practise the concepts of ergonomics and safety when using technology.**	F5 3.1 identify risks to health and safety that result from improper use of technology 3.2 identify and apply safety procedures required for the technology being used
F6 **Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.**	F6 3.1 connect and use audio, video and digital equipment 3.2 perform routine data maintenance and management of personal files 3.3 demonstrate proficiency in uploading and downloading text, image, audio and video files 3.4 demonstrate the ability to control devices electronically 3.5 describe the steps involved in loading software 3.6 identify and apply safety procedures, including antivirus scans and virus checks, to maintain data integrity

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P1 **Students will compose, revise and edit text.**	P1 3.1 design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index 3.2 use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document 3.3 revise text documents based on feedback from others 3.4 use appropriate communication technology to elicit feedback from others
P2 **Students will organize and manipulate data.**	P2 3.1 design, create and modify a database for a specific purpose 3.2 design, create and modify a spreadsheet for a specific purpose, using functions such as SUM, PRODUCT, QUOTIENT and AVERAGE 3.3 use a variety of technological graphing tools to draw graphs for data involving one or two variables 3.4 use a scientific calculator or a computer to solve problems involving rational numbers
P3 **Students will communicate through multimedia.**	P3 3.1 create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location 3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources
P4 **Students will integrate various applications.**	P4 3.1 integrate information from a database into a text document 3.2 integrate database reports into a text document 3.3 emphasize information, using placement and colour
P5 **Students will navigate and create hyperlinked resources.**	P5 3.1 create a multiple-link web page 3.2 demonstrate proficient use of various information retrieval technologies
P6 **Students will use communication technology to interact with others.**	P6 3.1 communicate with a targeted audience, within a controlled environment, by using such communication technologies as email and web browsers 3.2 demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files

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Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
C1 **Students will access, use and communicate information from a variety of technologies.**	C1 4.1 plan and perform complex searches, using more than one electronic source 4.2 select information from appropriate sources, including primary and secondary sources 4.3 evaluate and explain the advantages and disadvantages of various search strategies 4.4 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues
C2 **Students will seek alternative viewpoints, using information technologies.**	C2 4.1 consult a wide variety of sources that reflect varied viewpoints on particular topics 4.2 evaluate the validity of gathered viewpoints against other sources
C3 **Students will critically assess information accessed through the use of a variety of technologies.**	C3 4.1 assess the authority, reliability and validity of electronically accessed information 4.2 demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic
C4 **Students will use organizational processes and tools to manage inquiry.**	C4 4.1 use calendars, time management or project management software to assist in conducting an inquiry
C5 **Students will use technology to aid collaboration during inquiry.**	C5 4.1 use telecommunications to pose critical questions to experts 4.2 participate in a variety of electronic group formats
C6 **Students will use technology to investigate and/or solve problems.**	C6 4.1 investigate and solve problems of prediction, calculation and inference 4.2 investigate and solve problems of organization and manipulation of information 4.3 manipulate data by using charting and graphing technologies in order to test inferences and probabilities 4.4 generate new understandings of problematic situations by using some form of technology to facilitate the process 4.5 evaluate the appropriateness of the technology used to investigate or solve a problem
C7 **Students will use electronic research techniques to construct personal knowledge and meaning.**	C7 4.1 use appropriate strategies to locate information to meet personal needs 4.2 analyze and synthesize information to determine patterns and links among ideas 4.3 use appropriate presentation software to demonstrate personal understandings

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F1 **Students will demonstrate an understanding of the nature of technology.**	F1 4.1 assess the strengths and weaknesses of computer simulations in relation to real-world problems 4.2 solve mathematical and scientific problems by selecting appropriate technology to perform calculations and experiments 4.3 apply terminology appropriate to technology in all forms of communication 4.4 demonstrate an understanding of the general concepts of computer programming and the algorithms that enable technological devices to perform operations and solve problems
F2 **Students will understand the role of technology as it applies to self, work and society.**	F2 4.1 use technology outside formal classroom settings 4.2 analyze how technological innovations and creativity affect the economy 4.3 demonstrate an understanding of new and emerging communication systems 4.4 evaluate possible potential for emerging technologies 4.5 demonstrate conservation measures when using technology 4.6 demonstrate an understanding of the basic principles and issues of e-commerce, including such topics as security and privacy, marketing, and implications for governments, businesses and consumers alike 4.7 use current, reliable information sources from around the world 4.8 analyze and assess the impact of technology on the global community
F3 **Students will demonstrate a moral and ethical approach to the use of technology.**	F3 4.1 demonstrate an understanding of how changes in technology can benefit or harm society 4.2 record relevant data for acknowledging sources of information, and cite sources correctly 4.3 respect ownership and integrity of information
F4 **Students will become discerning consumers of mass media and electronic information.**	F4 4.1 discriminate between style and content in a presentation 4.2 evaluate the influence and results of digital manipulation on our perceptions 4.3 identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication

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Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
F5 **Students will practise the concepts of ergonomics and safety when using technology.**	F5 4.1 assess new physical environments with respect to ergonomics 4.2 identify safety regulations specific to the technology being used
F6 **Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.**	F6 4.1 continue to demonstrate the outcomes addressed within the previous divisions. Students interested in pursuing advanced study in such areas as electronics, programming, computer-aided design and drafting (CADD), robotics and other industrial applications of technology will find opportunities in Career and Technology Studies (CTS) courses

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Category: Processes for Productivity

General Outcomes	Specific Outcomes
P1 **Students will compose, revise and edit text.**	P1 4.1 continue to demonstrate the outcomes achieved in prior grades and course subjects
P2 **Students will organize and manipulate data.**	P2 4.1 manipulate and present data through the selection of appropriate tools, such as scientific instrumentation, calculators, databases and/or spreadsheets
P3 **Students will communicate through multimedia.**	P3 4.1 select and use, independently, multimedia capabilities for presentations in various subject areas 4.2 support communication with appropriate images, sounds and music 4.3 apply general principles of graphic layout and design to a document in process
P4 **Students will integrate various applications.**	P4 4.1 integrate a variety of visual and audio information into a document to create a message targeted for a specific audience 4.2 apply principles of graphic design to enhance meaning and audience appeal 4.3 use integrated software effectively and efficiently to reproduce work that incorporates data, graphics and text
P5 **Students will navigate and create hyperlinked resources.**	P5 4.1 create multiple-link documents appropriate to the content of a particular topic 4.2 post multiple-link pages on the World Wide Web or on a local or wide area network
P6 **Students will use communication technology to interact with others.**	P6 4.1 select and use the appropriate technologies to communicate effectively with a targeted audience

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LANGUAGE LEARNING

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ENGLISH LANGUAGE ARTS

INTRODUCTION

Clear student learning outcomes and high learning standards in the program of studies are designed to prepare students for present and future language requirements. Changes in society and technology have affected, and will continue to affect, the ways in which people use language to think, to communicate and to learn. Students must be prepared to meet new literacy demands in Canada and the international community. The ability to use language effectively enhances student opportunities to experience personal satisfaction and to become responsible, contributing citizens and lifelong learners.

The Importance of Language

The Nature of Language

Language is the basis of all communication and the primary instrument of thought. Composed of interrelated and rule-governed symbol systems, language is a social and uniquely human means of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity and is essential for forming interpersonal relationships, extending experiences, reflecting on thought and action, and contributing to society.

Language Acquisition and Development

Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. They may come to school speaking more than one language or learn another language in school. It is important to respect and build upon a child's first language. Experience in one language will benefit the learning of other languages.

In their early years, children develop language informally. Long before they understand explicit language rules and conventions, children reproduce the language they hear, and use language to construct and to convey new meaning in unique ways. Later, language learning occurs in specific contexts for specific purposes, such as learning about a specific subject, participating in the community, and pursuing work and leisure activities.

Language development is continuous and recursive throughout a student's life. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences enable students to leave school with a desire to continue to extend their knowledge, skills and interests.

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Language Learning: A Shared Responsibility

Responsibility for language learning is shared by students, parents, teachers and the community. Students require ongoing opportunities to use language in its many forms. Opportunities to learn language occur first at home and are extended as children move into the larger community. Schools provide environments where students develop language knowledge, skills and strategies to achieve academic, personal and social goals.

Language development is the responsibility of all teachers. For example, subject area teachers teach the specialized language and forms of each subject. English language arts teachers; however, have a special role because of their focus on language, its forms and functions. They help students develop and apply strategies for comprehending, composing and responding in a variety of situations.

Thinking and Learning through Language

Thinking, learning and language are interrelated. From Kindergarten to Grade 12, students use language to make sense of and bring order to their world. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon ideas and determine courses of action.

Language enables students to play an active role in various communities of learners within and beyond the classroom. As students speak, write and represent, they also listen to, read about and view the ideas and experiences of others. Critical and creative thinking and learning through language occur when students reflect, speculate, create, analyze and synthesize.

In addition, language facilitates student development of metacognitive awareness; that is, it enables them to reflect on and control their own thinking and learning processes. Language helps students develop an awareness of the skills and strategies they need to complete learning tasks successfully and to communicate about themselves as learners.

English Language Arts

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

Students become confident and competent users of all six language arts through many opportunities to listen and speak, read and write, and view and represent in a variety of combinations and relevant contexts. **All the language arts are interrelated and interdependent; facility in one strengthens and supports the others**. In the outcomes of the program of studies, the six language arts are integrated.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions.

Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Reading and Writing

Reading and writing are powerful means of communicating and learning. They enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views and experiences of others. By using effective reading skills and

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strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts. Writing enables students to explore, shape and clarify their thoughts, and to communicate them to others. By using effective writing strategies, they discover and refine ideas and compose and revise with increasing confidence and skill.

Viewing and Representing

Viewing and representing are integral parts of contemporary life. These skills allow students to understand the ways in which images and language may be used to convey ideas, values and beliefs.

Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing.

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.

Texts

In today's technological society, people access information and find enjoyment in print, as well as other language forms. For example, oral communication and visual media are becoming increasingly important. Often these forms are used in combination with one another and in conjunction with print. Therefore, texts refer not only to print but also to oral and visual forms that can be discussed, studied and analyzed. In addition, texts are affected and influenced by how they are transmitted, whether by computer, television, radio or book. Students need knowledge, skills and strategies in all six language arts to compose, comprehend and respond to such texts. Oral texts include storytelling, dialogues, speeches and conversations. Visual texts include pictures, diagrams, tableaux, mime and nonverbal communication. Combinations of oral, print or visual texts include videos, films, cartoons, drama and drum dancing.

Organization of the Program of Studies

Five general student outcomes serve as the foundation for the program of studies. General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Grade 12. The general outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing and representing experiences.

Students will listen, speak, read, write, view and represent to:

explore thoughts, ideas, feelings and experiences

comprehend and respond personally and critically to oral, print and other media texts

manage ideas and information

enhance the clarity and artistry of communication

respect, support and collaborate with others.

Each general learning outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are categorized under headings within each of the five general outcomes. The specific outcomes state the knowledge, skills and attitudes that students are expected to demonstrate by the end of each grade.

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They are relevant for all students in a variety of learning environments and are cumulative across the grades. Students are expected to demonstrate the specific outcomes for their current grade while building on and maintaining their ability to demonstrate the specific outcomes for previous grades.

> It is intended that students engage in purposeful language activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

OUTCOMES FOR ENGLISH LANGUAGE ARTS

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and explore
1.2 Clarify and extend

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use strategies and cues
2.2 Respond to texts
2.3 Understand forms, elements and techniques
2.4 Create original text

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and focus
3.2 Select and process
3.3 Organize, record and evaluate
3.4 Share and review

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and improve
4.2 Attend to conventions
4.3 Present and share

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect others and strengthen community
5.2 Work within a group

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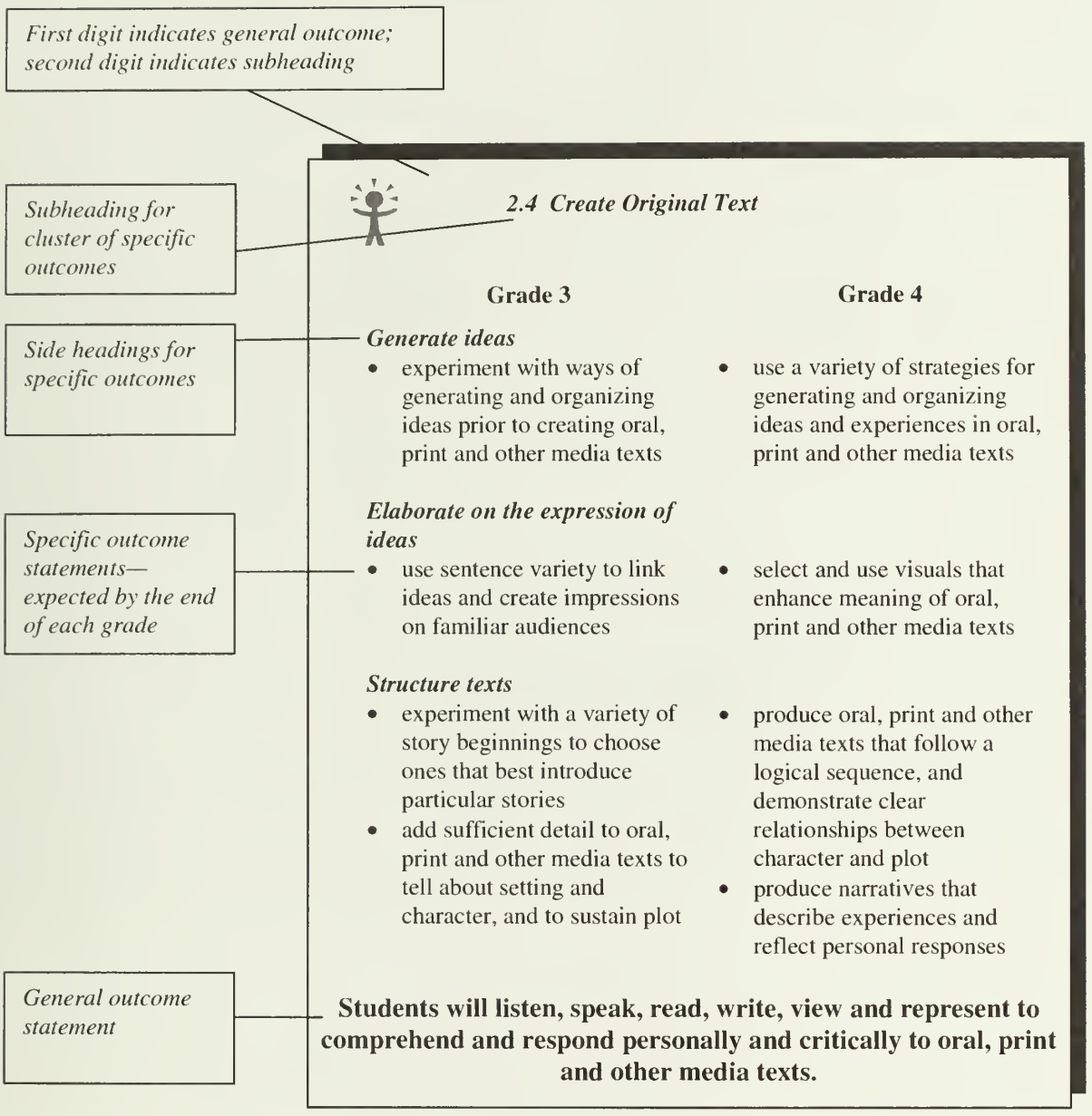
Guide to Reading the Program of Studies



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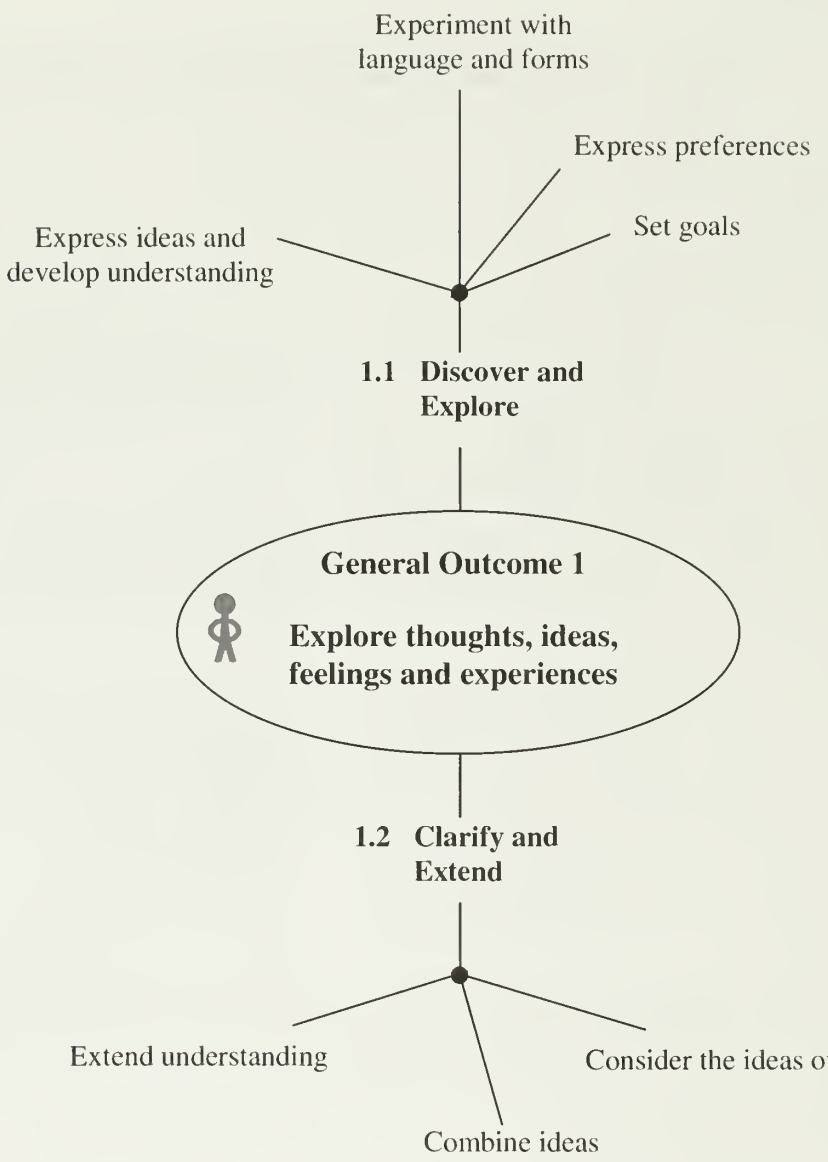

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT.

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General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Exploratory language enables students to organize and give meaning to experiences. Students use exploratory language to share thoughts, ideas and experiences, and to express and acknowledge emotions. Exploratory language enables students to discover and understand what they think and who they are. It also helps them reflect on themselves as language learners and language users. In addition, it helps them establish and maintain relationships.

Exploratory language is often oral. Through talk and conversation, students make observations, ask questions, hypothesize, make predictions and form opinions. Exploratory talk is often spontaneous. Sometimes students discover what they think at the point of utterance. Exploratory writing also helps students clarify their thinking. When students can see their ideas, thoughts, feelings and experiences in writing, they can reconsider, revise and elaborate on them in thoughtful ways. Representing is also used to explore ideas and interrelationships in diagrams, thought webs, charts and other visual media. Exploratory listening, reading and viewing enable students to gather and verify information, identify areas for further inquiry or research, and develop support for opinions.

As students progress through the grades, they develop the ability to use exploratory language to achieve the other English language arts learning outcomes. For example, exploratory talk and writing enhance student comprehension by focusing their prior knowledge and experiences before reading, listening and viewing, and subsequently help them understand and manage information. Students use exploratory language when analyzing, evaluating and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

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1.1 Discover and Explore

Kindergarten	Grade 1	Grade 2
Express ideas and develop understanding		
• share personal experiences prompted by oral, print and other media texts • talk about ideas, experiences and familiar events	• share personal experiences that are clearly related to oral, print and other media texts • talk with others about something recently learned • make observations about activities, experiences with oral, print and other media texts	• contribute relevant ideas and information from personal experiences to group language activities • talk about how new ideas and information have changed previous understanding • express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts
Experiment with language and forms		
• talk and represent to explore, express and share stories, ideas and experiences	• experiment with different ways of exploring and developing stories, ideas and experiences	• use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information
Express preferences		
• talk about favourite oral, print and other media texts	• express preferences for a variety of oral, print and other media texts	• explain why particular oral, print or other media texts are personal favourites
Set goals		
• talk about own reading and writing experiences	• choose to read and write for and with others	• recognize and talk about developing abilities as readers, writers and illustrators

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

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1.1 Discover and Explore

Grade 3	Grade 4
Express ideas and develop understanding	
• connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts	• compare new ideas, information and experiences to prior knowledge and experiences
• explain understanding of new concepts in own words	• ask questions, paraphrase and discuss to explore ideas and understand new concepts
• explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts	• share personal responses to explore and develop understanding of oral, print and other media texts
Experiment with language and forms	
• choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others	• discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts
Express preferences	
• choose and share a variety of oral, print and other media texts in areas of particular interest	• select preferred forms from a variety of oral, print and other media texts
Set goals	
• discuss areas of personal accomplishment as readers, writers and illustrators	• identify areas of personal accomplishment and areas for enhancement in language learning and use

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

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1.1 Discover and Explore

Grade 5	Grade 6
Express ideas and develop understanding	
• use appropriate prior knowledge and experiences to make sense of new ideas and information	• use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
• read, write, represent and talk to explore personal understandings of new ideas and information	• read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts
• use own experiences as a basis for exploring and expressing opinions and understanding	• engage in exploratory communication to share personal responses and develop own interpretations
Experiment with language and forms	
• select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics	• experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences
Express preferences	
• select and explain preferences for particular forms of oral, print and other media texts	• assess a variety of oral, print and other media texts, and discuss preferences for particular forms
Set goals	
• reflect on areas of personal accomplishment, and set personal goals to improve language learning and use	• assess personal language use, and revise personal goals to enhance language learning and use

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

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1.1 Discover and Explore

Express ideas and develop understanding

Grade 7	Grade 8	Grade 9
• extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes	• revise understanding and expression of ideas by connecting new and prior knowledge and experiences	• talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view
• express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts	• review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding	• explore and explain how interactions with others and with oral, print and other media texts affect personal understandings
• reflect on own observations and experiences to understand and develop oral, print and other media texts	• seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences	• extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts

Experiment with language and forms

• discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding	• discuss and respond to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences	• develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts

Express preferences

• explore and assess oral, print and other media texts recommended by others	• pursue personal interest in specific genres by particular writers, artists, storytellers and filmmakers	• explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers

Set goals

• use appropriate terminology to discuss developing abilities in personal language learning and use	• examine and reflect on own growth in effective use of language to revise and extend personal goals	• reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

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1.2 Clarify and Extend

Kindergarten	Grade 1	Grade 2
Consider the ideas of others		
• listen to experiences and feelings shared by others	• listen and respond appropriately to experiences and feelings shared by others	• connect own ideas and experiences with those shared by others
Combine ideas		
• connect related ideas and information	• group ideas and information into categories determined by an adult	• record ideas and information in ways that make sense
Extend understanding		
• express interest in new ideas and experiences	• ask questions to get additional ideas and information on topics of interest	• find more information about new ideas and topics

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

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1.2 Clarify and Extend

Grade 3	Grade 4
Consider the ideas of others	
• ask for the ideas and observations of others to explore and clarify personal understanding	• identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts
Combine ideas	
• experiment with arranging and recording ideas and information in a variety of ways	• use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences
Extend understanding	
• ask questions to clarify information and ensure understanding	• explore ways to find additional ideas and information to extend understanding

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

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1.2 Clarify and Extend

Grade 5	Grade 6
Consider the ideas of others	
• seek the viewpoints of others to build on personal responses and understanding	• select from the ideas and observations of others to expand personal understanding
Combine ideas	
• use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts	• use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding
Extend understanding	
• search for further ideas and information from others and from oral, print and other media texts to extend understanding	• evaluate the usefulness of new ideas, techniques and texts in terms of present understanding

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

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1.2 Clarify and Extend

Grade 7	Grade 8	Grade 9
Consider the ideas of others		
• listen and respond constructively to alternative ideas or opinions	• acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives	• integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
Combine ideas		
• use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences	• exchange ideas and opinions to clarify understanding and to broaden personal perspectives	• examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships
Extend understanding		
• talk with others to elaborate ideas, and ask specific questions to seek helpful feedback	• reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others	• assess whether new information extends understanding by considering diverse opinions and exploring ambiguities

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

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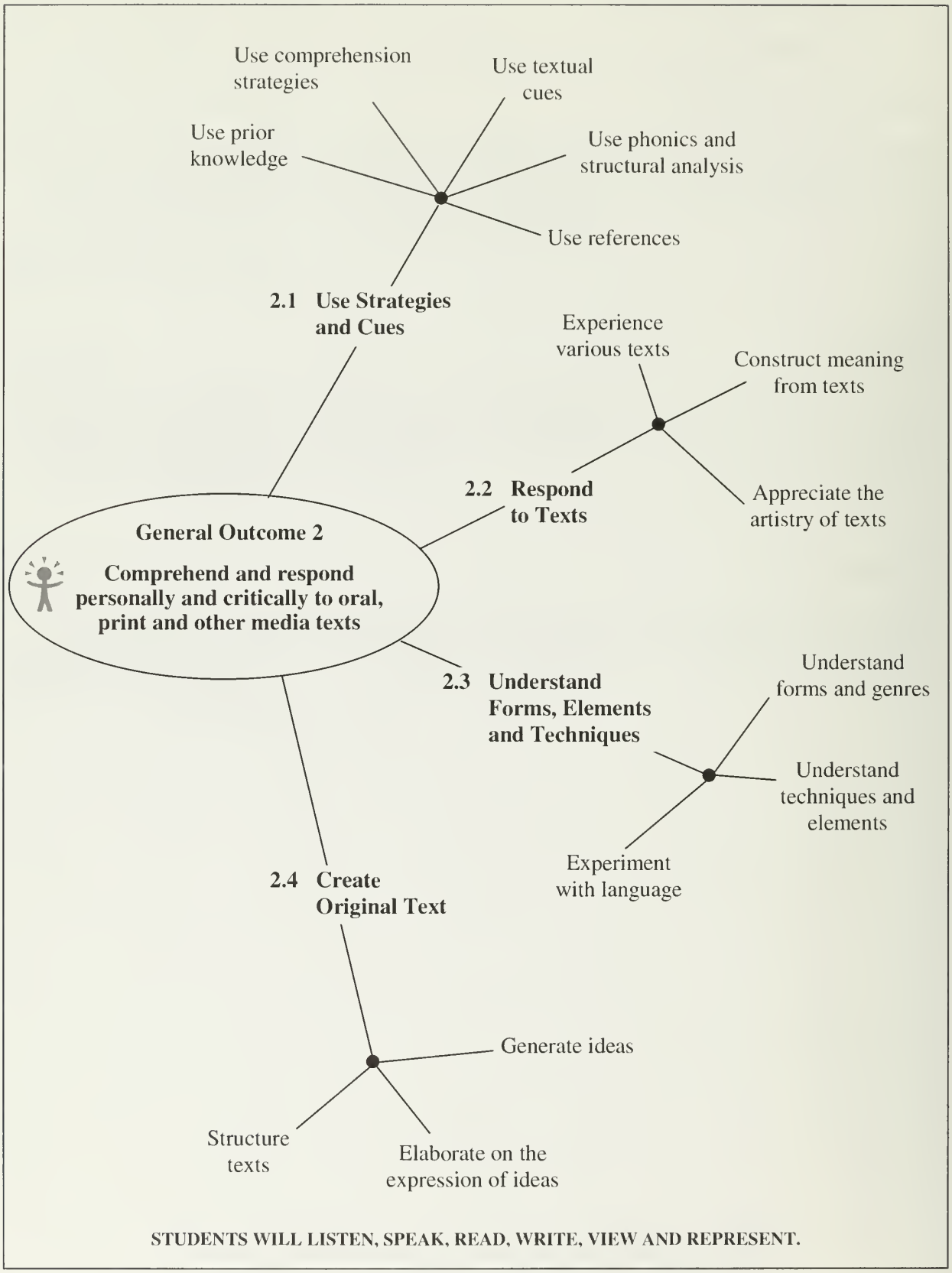

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General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Students use a variety of strategies and cueing systems as they interact with oral, print and other media texts. They preview, ask questions and set purposes. Students attend to the ideas being presented, make and confirm predictions and inferences, and monitor their understanding. As they interact with texts, students respond by reflecting, creating, analyzing, synthesizing and evaluating. Successful learners adapt these strategies as they construct meaning from a variety of oral, print and other media texts.

Making meaning of oral, print and other media texts is fundamental to English language arts. Through these texts, students experience a variety of situations, people and cultures, and learn about themselves. Oral, print and other media texts allow for multiple interpretations. Students can respond personally to texts, by relating them to their prior knowledge, to their feelings and experiences, and to other texts. Through personal response, students explore and form values and beliefs. They respond critically to texts, by making interpretations and evaluating ideas, forms and techniques.

Students enhance their comprehension of and response to oral, print and other media texts through learning experiences in all the general outcomes. Exploratory talk and writing, for example, strengthen student understanding and evaluation of texts. Their appreciation of literary texts provides students with a range of topics and encourages them to experiment with a variety of forms in their own communication. Responding to oral, print and other media texts provides students with new insights.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

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2.1 Use Strategies and Cues

Kindergarten	Grade 1	Grade 2
Use prior knowledge		
• connect oral language with print and pictures • understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed • expect print and pictures to have meaning and to be related to each other in print and other media texts • understand that print and books are organized in predictable ways	• use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning • use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts • use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning • use knowledge of print, pictures, book covers and title pages to construct and confirm meaning	• use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning • connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning • use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning
Use comprehension strategies		
• begin to use language prediction skills when stories are read aloud • ask questions and make comments during listening and reading activities • recall events and characters in familiar stories read aloud by others • read own first name, environmental print and symbols, words that have personal significance and some words in texts	• use language prediction skills to identify unknown words within the context of a sentence • use a variety of strategies, such as making predictions, rereading and reading on • talk about print or other media texts previously read or viewed • identify the main idea or topic of simple narrative and expository texts	• use knowledge of oral language to predict words when reading stories and poems • apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions • identify the main idea or topic and supporting details of simple narrative and expository texts
	(continued on page 22)	*(continued on page 22)*

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.1 *Use Strategies and Cues*

Grade 3

Use prior knowledge

- share ideas developed through interests, experiences and discussion that are related to new ideas and information
- identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, pictionaries and junior dictionaries, are organized, and use them to construct and confirm meaning

Use comprehension strategies

- use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials
- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- identify the main idea or topic and supporting details in simple narrative and expository passages

(continued on page 23)

Grade 4

- use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning
- preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate
- comprehend new ideas and information by responding personally and discussing ideas with others
- extend sight vocabulary to include words frequently used in other subject areas
- monitor understanding by confirming or revising inferences and predictions based on information in text

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.1 Use Strategies and Cues

Grade 5	Grade 6
Use prior knowledge	
• describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information	• combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
• use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning	• apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning
Use comprehension strategies	
• preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts	• identify, and explain in own words, the interrelationship of the main ideas and supporting details
• comprehend new ideas and information by responding personally, taking notes and discussing ideas with others	• preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading
• use the meanings of familiar words to predict the meanings of unfamiliar words in context	• use definitions provided in context to identify the meanings of unfamiliar words
• monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources	• monitor understanding by evaluating new ideas and information in relation to known ideas and information

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.1 Use Strategies and Cues

Grade 7	Grade 8	Grade 9
Use prior knowledge		
• select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information	• use strategies to supplement and extend prior knowledge and experiences when interpreting new ideas and information	• discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers
• use expectations and preferences developed during previous reading experiences to select and read new texts with purpose	• use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences	• use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts
Use comprehension strategies		
• identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic	• enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages	• identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
• use concept mapping and mental rehearsal to remember main ideas and relevant details	• monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension	• select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences
• adjust reading rate and strategies to account for changes in structural features of texts and complexity of content	• take notes, make outlines and use such strategies as read, recite, review to comprehend and remember ideas and information	• preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.1 *Use Strategies and Cues* *(continued)*

Kindergarten	Grade 1	Grade 2
Use comprehension strategies		
	(continued from page 18)	*(continued from page 18)*
	• identify by sight some familiar words from favourite print texts	• identify by sight an increasing number of high frequency words and familiar words from favourite books
	• identify high frequency words by sight	• read aloud with fluency, accuracy and expression
	• read aloud with some fluency and accuracy, after rehearsal	• figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge
	• self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge	
Use textual cues		
• attend to print cues when stories are read aloud	• preview book cover, pictures and location of text to assist with constructing and confirming meaning	• preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning
• begin to identify some individual words in texts that have been read aloud	• use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading	• use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.1 *Use Strategies and Cues* *(continued)*

Grade 3

Use comprehension strategies *(continued from page 19)*

- extend sight vocabulary to include predictable phrases and words related to language use
- read silently with increasing confidence and accuracy
- monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems

Use textual cues

- use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning
- attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading

Grade 4

- use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information
- distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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Grade 5	Grade 6
Use textual cues	
• use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information	• use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information
• identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information	• identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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Grade 7	Grade 8	Grade 9
Use textual cues		
• identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information	• identify and use visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writers' handbooks, to access information effectively and efficiently	• use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently
• identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose	• identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life to access ideas and information and to read with purpose	• analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, web sites, commercials and newscasts, enhance the effectiveness and efficiency of communication

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.1 *Use Strategies and Cues* *(continued)*

Kindergarten	Grade 1	Grade 2
Use phonics and structural analysis		
• begin to make connections among sounds, letters, words, pictures and meaning • identify and generate rhyming words in oral language • hear and identify sounds in words • associate sounds with consonants that appear at the beginning of personally significant words	• segment and blend sounds in words spoken or heard • use phonic knowledge and skills to read unfamiliar words in context • use analogy to generate and read phonically regular word families • associate sounds with letters and some letter clusters	• apply phonic rules and generalizations to read unfamiliar words in context • apply knowledge of long and short vowel sounds to read unfamiliar words in context • use knowledge of word parts, contractions and compound words to read unfamiliar words in context • associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context
Use references		
• recite the letters of the alphabet in order • copy scribed words and print texts to assist with writing	• use a displayed alphabet as an aid when writing • use personal word books, print texts and environmental print to assist with writing • name and match the upper and lower case forms of letters	• put words in alphabetical order by first letter • use pictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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Grade 3	Grade 4
Use phonics and structural analysis	
• apply phonic rules and generalizations competently and confidently to read unfamiliar words in context	• identify and know the meaning of some frequently used prefixes and suffixes
• apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context	• apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context
• associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context	• integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context
Use references	
• put words in alphabetical order by first and second letter	• use alphabetical order by first and second letter to locate information in reference materials
• use pictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	• use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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Grade 5	Grade 6
Use phonics and structural analysis	
• identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multisyllable words in context	• use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context
• integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context	• integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity
Use references	
• find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words	• choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.1 Use Strategies and Cues *(continued)*

Grade 7	Grade 8	Grade 9
Use phonics and structural analysis		
• apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading	• choose and use strategies for word identification, vocabulary development and spelling that either build on specific strengths or address areas for improvement	• apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts
Use references		
• skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words	• use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning	• use reference materials, including a writer's handbook, to verify correct usage, address uncertainties and solve problems that arise

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.2 Respond to Texts

Kindergarten	Grade 1	Grade 2
Experience various texts		
• participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs	• participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons	• engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts
• listen and view attentively	• illustrate and enact stories, rhymes and songs	• identify favourite kinds of oral, print and other media texts
• identify favourite stories and books	• remember and retell familiar stories and rhymes	• model own oral, print and other media texts on familiar forms
		• respond to mood established in a variety of oral, print and other media texts
Construct meaning from texts		
• relate aspects of oral, print and other media texts to personal feelings and experiences	• relate aspects of stories and characters to personal feelings and experiences	• connect situations portrayed in oral, print and other media texts to personal and classroom experiences
• talk about and represent the actions of characters portrayed in oral, print and other media texts	• retell interesting or important aspects of oral, print and other media texts	• retell the events portrayed in oral, print and other media texts in sequence
(continued on page 34)	*(continued on page 34)*	*(continued on page 34)*

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.2 *Respond to Texts*

Grade 3

Experience various texts

- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays
- tell or write about favourite parts of oral, print and other media texts
- identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites
- connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

Grade 4

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs
- identify and discuss favourite authors, topics and kinds of oral, print and other media texts
- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker
- retell events of stories in another form or medium
- make general evaluative statements about oral, print and other media texts

Construct meaning from texts

- connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences
- summarize the main idea of individual oral, print and other media texts

(continued on page 35)

- connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences
- identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events

(continued on page 35)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.2 *Respond to Texts*

Grade 5

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- express points of view about oral, print and other media texts
- make connections between fictional texts and historical events
- describe and discuss new places, times, characters and events encountered in oral, print and other media texts
- write or represent the meaning of texts in different forms

Construct meaning from texts

- compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community
- describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts

(continued on page 36)

Grade 6

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- make connections between own life and characters and ideas in oral, print and other media texts
- discuss common topics or themes in a variety of oral, print and other media texts
- discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose

- observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- summarize oral, print or other media texts, indicating the connections among events, characters and settings

(continued on page 36)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.2 *Respond to Texts*

Grade 7

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints
- justify own point of view about oral, print and other media texts, using evidence from texts
- organize interpretations of oral, print and other media texts around two or three key ideas
- express interpretations of oral, print and other media texts in another form or genre
- predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts

Construct meaning from texts

- compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others
- analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters

(continued on page 37)

Grade 8

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs
- write and represent narratives from other points of view
- expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view
- explain connections between own interpretation and information in texts, and infer how texts will influence others
- make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts

- interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others
- identify and describe characters' attributes and motivations, using evidence from the text and personal experiences

(continued on page 37)

Grade 9

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction
- identify and discuss how timeless themes are developed in a variety of oral, print and other media texts
- consider historical context when developing own points of view or interpretations of oral, print and other media texts
- compare and contrast own life situation with themes of oral, print and other media texts
- express the themes of oral, print or other media texts in different forms or genres
- consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence

- analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others
- identify and discuss theme and point of view in oral, print and other media texts

(continued on page 37)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.2 *Respond to Texts* *(continued)*

Kindergarten	Grade 1	Grade 2
Construct meaning from texts		
(continued from page 30)	*(continued from page 30)*	*(continued from page 30)*
• talk about experiences similar or related to those in oral, print and other media texts	• tell or represent the beginning, middle and end of stories • tell, represent or write about experiences similar or related to those in oral, print and other media texts • tell what was liked or disliked about oral, print and other media texts	• suggest alternative endings for oral, print and other media texts • discuss, represent or write about interesting or important aspects of oral, print and other media texts • express thoughts or feelings related to the events and characters in oral, print and other media texts
Appreciate the artistry of texts		
• experiment with sounds, words, word patterns, rhymes and rhythms	• identify how words can imitate sounds and create special effects • experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts	• identify and use words and sentences that have particular emotional effects • identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.2 *Respond to Texts* *(continued)*

Grade 3

Construct meaning from texts

(continued from page 31)

- discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- make inferences about a character's actions or feelings
- express preferences for one character over another

Appreciate the artistry of texts

- express feelings related to words, visuals and sound in oral, print and other media texts
- identify how authors use comparisons, and explain how they create mental images

Grade 4

(continued from page 31)

- compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts
- develop own opinions based on ideas encountered in oral, print and other media texts
- explain how onomatopoeia and alliteration are used to create mental images
- explain how language and visuals work together to communicate meaning and enhance effect

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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Grade 5

Construct meaning from texts

(continued from page 32)

- describe and discuss the influence of setting on the characters and events
- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
- retell or represent stories from the points of view of different characters

Appreciate the artistry of texts

- explain how simile and hyperbole are used to create mood and mental images
- alter sentences and word choices to enhance meaning and to create mood and special effects

Grade 6

(continued from page 32)

- identify or infer reasons for a character's actions or feelings
- make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts
- comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text

- explain how metaphor, personification and synecdoche are used to create mood and mental images
- experiment with sentence patterns, imagery and exaggeration to create mood and mental images
- discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.2 *Respond to Texts* *(continued)*

Grade 7

Construct meaning from texts

(continued from page 33)

- identify and explain conflict, and discuss how it develops and may be resolved
- develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences

Appreciate the artistry of texts

- discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts
- identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts
- reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities

Grade 8

Construct meaning from texts

(continued from page 33)

- discuss various ways characters are developed and the reasons for and plausibility of character change
- compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas

Appreciate the artistry of texts

- discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts
- identify ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive
- identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone

Grade 9

Construct meaning from texts

(continued from page 33)

- discuss and explain various interpretations of the same oral, print or other media text
- relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance

Appreciate the artistry of texts

- discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts
- discuss character development in terms of consistency of behaviour and plausibility of change
- describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character
- identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.3 Understand Forms, Elements and Techniques

Kindergarten	Grade 1	Grade 2
Understand forms and genres		
• experience a variety of oral, print and other media texts	• distinguish differences in the ways various oral, print and other media texts are organized • identify various forms of media texts	• recognize that ideas and information can be expressed in a variety of oral, print and other media texts • identify and explain the use of various communication technologies
Understand techniques and elements		
• develop a sense of story through reading, listening and viewing experiences • identify the main characters in a variety of oral, print and other media texts	• know that stories have beginnings, middles and endings • tell what characters do or what happens to them in a variety of oral, print and other media texts	• identify main characters, places and events in a variety of oral, print and other media texts • identify how pictures, illustrations and special fonts relate to and enhance print and other media texts
Experiment with language		
• appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs	• demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play	• demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.3 *Understand Forms, Elements and Techniques*

Grade 3

Understand forms and genres

- identify distinguishing features of a variety of oral, print and other media texts
- discuss ways that visual images convey meaning in print and other media texts

Understand techniques and elements

- include events, setting and characters when summarizing or retelling oral, print or other media texts
- describe the main characters in terms of who they are, their actions in the story and their relations with other characters
- identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques

Experiment with language

- recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment

Grade 4

- describe and compare the main characteristics of a variety of oral, print and other media texts
- identify various ways that information can be recorded and presented visually

- identify and explain connections among events, setting and main characters in oral, print and other media texts
- identify the speaker or narrator of oral, print or other media texts
- identify how specific techniques are used to affect viewer perceptions in media texts

- recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.3 *Understand Forms, Elements and Techniques*

Grade 5	Grade 6
Understand forms and genres	
• identify and discuss similarities and differences among a variety of forms of oral, print and other media texts	• identify key characteristics of a variety of forms or genres of oral, print and other media texts
• identify the main characteristics of familiar media and media texts	• discuss the differences between print and other media versions of the same text
Understand techniques and elements	
• identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved	• discuss the connections among plot, setting and characters in oral, print and other media texts
• identify and discuss the main character's point of view and motivation	• identify first and third person narration, and discuss preferences with reference to familiar texts
• identify examples of apt word choice and imagery that create particular effects	• explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts
• identify sections or elements in print or other media texts, such as shots in films or sections in magazines	• identify strategies that presenters use in media texts to influence audiences
Experiment with language	
• experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning	• alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.3 *Understand Forms, Elements and Techniques*

Grade 7

Understand forms and genres

- identify various forms and genres of oral, print and other media texts, and describe key characteristics of each
- identify the characteristics of different types of media texts

Understand techniques and elements

- discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts
- identify the narrator's perspective, and explain how it affects the overall meaning of a text
- identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development
- explain how sound and image work together to create effects in media texts

Experiment with language

- explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning

Grade 8

Understand forms and genres

- discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience
- compare the usefulness of different types of media texts

Understand techniques and elements

- distinguish theme from topic or main idea in oral, print and other media texts
- identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective
- compare and contrast the different perspectives provided by first and third person narration
- summarize the content of media texts, and discuss the choices made in planning and producing them

Experiment with language

- identify creative uses of language and visuals in popular culture, such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood

Grade 9

Understand forms and genres

- explain the relationships between purposes and characteristics of various forms and genres of oral, print and other media texts
- evaluate the effectiveness of different types of media texts for presenting ideas and information

Understand techniques and elements

- compare the development of character, plot and theme in two oral, print or other media texts
- evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict
- compare a main character in one text to the main character in another text from a different era, genre or medium
- identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts
- summarize the content of media texts, and suggest alternative treatments

Experiment with language

- analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.4 Create Original Text

Kindergarten	Grade 1	Grade 2
Generate ideas		
• contribute ideas and answer questions related to experiences and familiar oral, print and other media texts	• generate and contribute ideas for individual or group oral, print and other media texts	• use own and respond to others' ideas to create oral, print and other media texts
Elaborate on the expression of ideas		
• listen to and recite short poems, songs and rhymes; and engage in word play and action songs	• change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts	• add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts
Structure texts		
• draw, record or tell about ideas and experiences • talk about and explain the meaning of own pictures and print	• write, represent and tell brief narratives about own ideas and experiences • recall and retell or represent favourite stories	• create narratives that have beginnings, middles and ends; settings; and main characters that perform actions • use traditional story beginnings, patterns and stock characters in own oral, print and other media texts

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.4 Create Original Text

Grade 3	Grade 4
Generate ideas	
• experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts	• use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts
Elaborate on the expression of ideas	
• use sentence variety to link ideas and create impressions on familiar audiences	• select and use visuals that enhance meaning of oral, print and other media texts
Structure texts	
• experiment with a variety of story beginnings to choose ones that best introduce particular stories • add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot	• produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot • produce narratives that describe experiences and reflect personal responses

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.4 *Create Original Text*

Grade 5	Grade 6
Generate ideas	
• use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts	• choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts
Elaborate on the expression of ideas	
• experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes	• use literary devices, such as imagery and figurative language, to create particular effects
Structure texts	
• use structures encountered in texts to organize and present ideas in own oral, print and other media texts	• determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts
• use own experience as a starting point and source of information for fictional oral, print and other media texts	• express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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2.4 *Create Original Text*

Grade 7

Generate ideas

- choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts

Elaborate on the expression of ideas

- use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict

Structure texts

- create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events
- create a variety of oral, print and other media texts to explore ideas related to particular topics or themes

Grade 8

Generate ideas

- create oral, print and other media texts related to issues encountered in texts and in own life

Elaborate on the expression of ideas

- retell oral, print and other media texts from different points of view

Structure texts

- create oral, print and other media texts with both main and minor characters
- choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes

Grade 9

Generate ideas

- generalize from own experience to create oral, print and other media texts on a theme

Elaborate on the expression of ideas

- create oral, print and other media texts on common literary themes

Structure texts

- create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action
- create oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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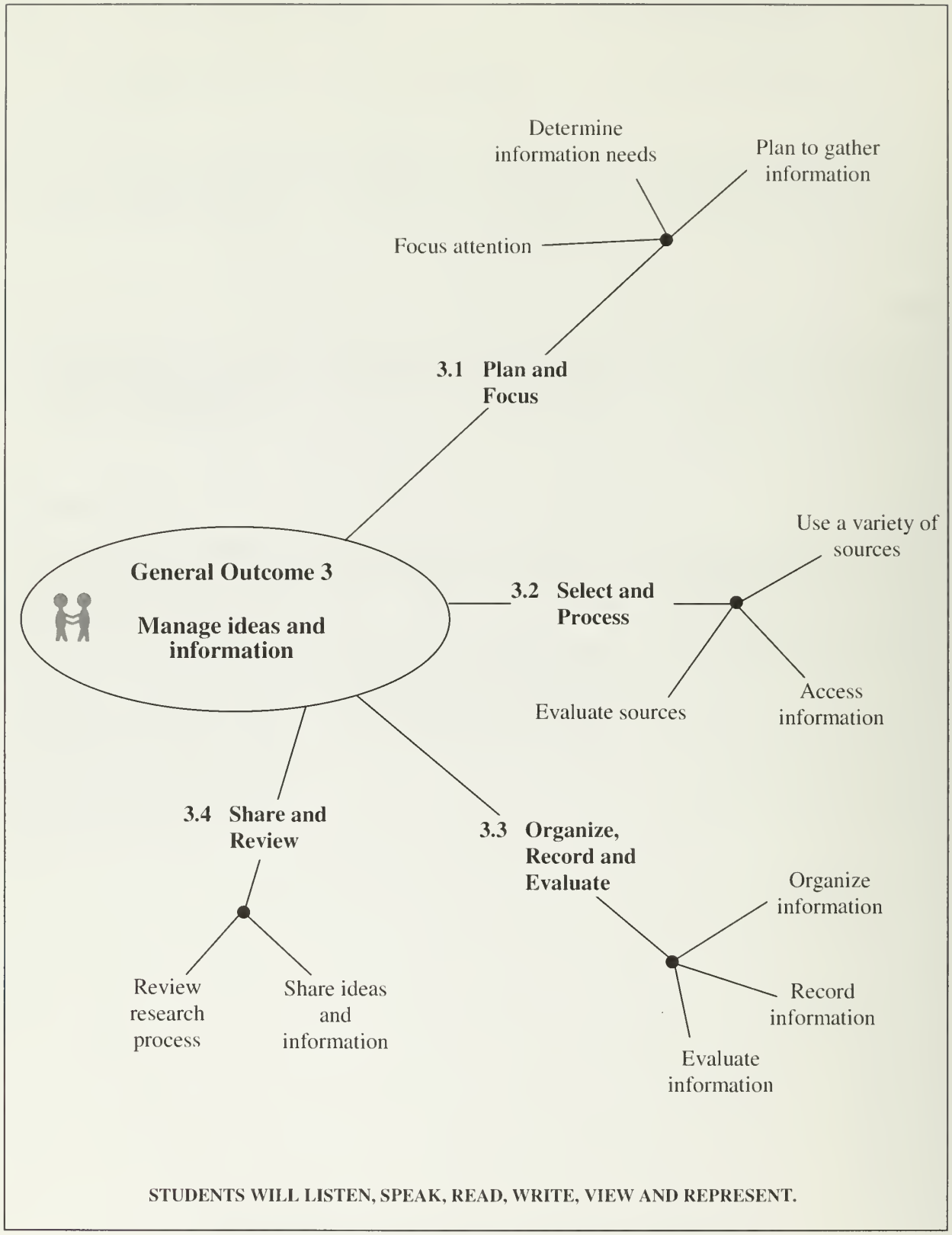

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General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

The ability to manage information is important in school, in the workplace, on the land, and for personal growth and satisfaction. Students learn to access and communicate information through language arts. Viewing and representing take on new importance in managing ideas and information; through these language arts, students learn to enhance the clarity and effectiveness of communication. Students learn to interpret and analyze texts, considering such factors as author, purpose, audience and source. They learn to define the need for information, ask questions, and gather and evaluate information.

Students enhance their ability to manage ideas and information in collaboration with others. For example, they benefit from opportunities to engage in exploratory language to focus their research and determine the kind and amount of information needed to accomplish their various purposes, both artistic and functional. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content and audiences. The use of technology enhances student opportunities to access, create and communicate ideas and information. Skill in managing ideas and exchanging information helps students encourage, support and work with others.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

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3.1 Plan and Focus

Kindergarten	Grade 1	Grade 2
Focus attention		
• attend to oral, print and other media texts on topics of interest	• explore and share own ideas on topics of discussion and study	• relate personal knowledge to ideas and information in oral, print and other media texts
• make statements about topics under discussion	• connect information from oral, print and other media texts to topics of study	• ask questions to determine the main idea of oral, print and other media texts
Determine information needs		
• ask questions to satisfy personal curiosity	• ask and answer questions to satisfy information needs on a specific topic	• ask questions to focus on particular aspects of topics for own investigations
Plan to gather information		
• suggest ways to gather ideas and information	• follow spoken directions for gathering ideas and information	• recall and follow directions for accessing and gathering ideas and information

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.1 Plan and Focus

Grade 3	Grade 4
Focus attention	
• use self-questioning to identify information needed to supplement personal knowledge on a topic	• use organizational patterns of expository texts to understand ideas and information
• identify facts and opinions, main ideas and details in oral, print and other media texts	• focus topics appropriately for particular audiences
Determine information needs	
• ask topic-appropriate questions to identify information needs	• ask relevant questions, and respond to questions related to particular topics
Plan to gather information	
• contribute ideas for developing a class plan to access and gather ideas and information	• develop and follow a class plan for accessing and gathering ideas and information

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.1 Plan and Focus

Grade 5	Grade 6
Focus attention	
• summarize important ideas in oral, print and other media texts and express opinions about them	• distinguish among facts, supported inferences and opinions
• combine personal knowledge of topics with understanding of audience needs to focus topics for investigation	• use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation
Determine information needs	
• identify categories of information related to particular topics, and ask questions related to each category	• decide on and select the information needed to support a point of view
Plan to gather information	
• develop and follow own plan for gathering and recording ideas and information	• develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.1 Plan and Focus

Grade 7	Grade 8	Grade 9
Focus attention		
• consider audience, purpose, point of view and form when focusing topics for investigation	• experiment with several ways to focus a topic, and select a form appropriate to audience and purpose	• synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions
• use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts	• identify and trace the development of arguments, opinions or points of view in oral, print and other media texts	• assess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view
Determine information needs		
• discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view	• select the most appropriate information sources for topic, audience, purpose and form	• select types and sources of information to achieve an effective balance between researched information and own ideas
Plan to gather information		
• plan and organize data collection based on instructions, explanations and pre-established parameters	• choose a plan to access, gather and record information, according to self-selected parameters	• select information sources that will provide effective support, convincing argument or unique perspectives

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.2 Select and Process

Kindergarten	Grade 1	Grade 2
Use a variety of sources		
• seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos	• find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips	• find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community
Access information		
• use illustrations, photographs, video programs, objects and auditory cues, to access information	• use text features, such as illustrations, titles and opening shots in video programs, to access information • use questions to find specific information in oral, print and other media texts • understand that library materials are organized systematically	• use text features, such as table of contents, key words, captions and hot links, to access information • use given categories and specific questions to find information in oral, print and other media texts • use the library organizational system to locate information
Evaluate sources		
• ask questions to make sense of information	• match information to research needs	• recognize when information answers the questions asked

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.2 Select and Process

Grade 3

Use a variety of sources

- find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment

Access information

- use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- use card or electronic catalogues to locate information

Evaluate sources

- review information to determine its usefulness in answering research questions

Grade 4

- locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips

- use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information
- identify information sources that inform, persuade or entertain, and use such sources appropriately

- recall important points, and make and revise predictions regarding upcoming information

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.2 Select and Process

Grade 5	Grade 6
Use a variety of sources	
• locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions	• locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet
Access information	
• use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information	• use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information
• skim, scan and listen for key words and phrases	• skim, scan and read closely to gather information
Evaluate sources	
• determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria	• evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.2 *Select and Process*

Grade 7

Use a variety of sources

- obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions

Access information

- use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information
- distinguish between fact and opinion, and follow the development of argument and opinion
- scan to locate specific information quickly; summarize and record information useful for research purposes

Evaluate sources

- use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose

Grade 8

- obtain information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research
- expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information
- record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations
- adjust rate of reading or viewing to suit purpose and density of information in print or other media texts
- develop and use criteria for evaluating the usefulness, currency and reliability of information for a particular research project

Grade 9

- obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research
- expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voice-overs, to access information
- distinguish between primary and secondary sources, and determine the usefulness of each for research purposes
- follow up on cited references to locate additional information
- evaluate sources for currency, reliability and possible bias of information for a particular research project

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.3 Organize, Record and Evaluate

Kindergarten	Grade 1	Grade 2
Organize information		
• categorize objects and pictures according to visual similarities and differences	• identify or categorize information according to sequence, or similarities and differences • list related ideas and information on a topic, and make statements to accompany pictures	• categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order • produce oral, print and other media texts with introductions, middles and conclusions
Record information		
• represent and talk about ideas and information; dictate to a scribe	• represent and explain key facts and ideas in own words	• record key facts and ideas in own words; identify titles and authors of sources
Evaluate information		
• share new learnings with others	• recognize and use gathered information to communicate new learning	• examine gathered information to decide what information to share or omit

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.3 Organize, Record and Evaluate

Grade 3	Grade 4
Organize information	
• organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing	• organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions
• draft ideas and information into short paragraphs, with topic and supporting sentences	• record ideas and information that are on topic
	• organize oral, print and other media texts into sections that relate to and develop the topic
Record information	
• record facts and ideas using a variety of strategies; list titles and authors of sources	• make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically
• list significant ideas and information from oral, print and other media texts	• paraphrase information from oral, print and other media sources
Evaluate information	
• determine if gathered information is sufficient to answer research questions	• examine gathered information to identify if more information is required; review new understanding

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.3 Organize, Record and Evaluate

Grade 5

Organize information

- use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding
- organize ideas and information to emphasize key points for the audience
- add, delete or combine ideas to communicate more effectively

Record information

- record information in own words; cite titles and authors alphabetically, and provide publication dates of sources
- combine ideas and information from several sources
- record ideas and information in relevant categories, according to a research plan

Evaluate information

- connect gathered information to prior knowledge to reach new conclusions

Grade 6

Organize information

- organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence
- organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions

Record information

- make notes on a topic, combining information from more than one source; use reference sources appropriately
- use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning
- quote information from oral, print and other media sources

Evaluate information

- evaluate the appropriateness of information for a particular audience and purpose
- recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.3 Organize, Record and Evaluate

Grade 7	Grade 8	Grade 9
Organize information		
• organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose • produce oral, print and other media texts with well-developed and well-linked ideas and sections	• organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause–effect relationship • organize ideas and information to establish an overall impression or point of view in oral, print and other media texts	• organize ideas and information by developing and selecting appropriate categories and organizational structures • balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout • develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text
Record information		
• make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources • reflect on ideas and information to form own opinions with evidence to support them • compare, contrast and combine ideas and information from several sources	• make notes in point form, summarizing major ideas and supporting details; reference sources • discard information that is irrelevant for audience, purpose, form or point of view • use a consistent and approved format to give credit for quoted and paraphrased ideas and information	• use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources • select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the tone and length of the chosen form of oral, print or other media text • choose specific vocabulary, and use conventions accurately and effectively to enhance credibility
Evaluate information		
• assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps • connect new information with prior knowledge to build new understanding	• evaluate the relevance and importance of gathered information; address information gaps • incorporate new information with prior knowledge and experiences to develop new understanding	• evaluate usefulness, relevance and completeness of gathered information; address information gaps • reflect on new understanding and its value to self and others

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.4 Share and Review

Kindergarten	Grade 1	Grade 2
Share ideas and information		
• share ideas and information about topics of interest	• share ideas and information from oral, print and other media texts with familiar audiences • answer questions directly related to texts	• share, with familiar audiences, ideas and information on topics • clarify information by responding to questions
Review research process		
• share information-gathering experiences	• talk about information-gathering experiences by describing what was interesting, valuable or helpful	• answer questions, such as "What did I do that worked well?" to reflect on research experiences

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.4 Share and Review

Grade 3	Grade 4
Share ideas and information	
• organize and share ideas and information on topics to engage familiar audiences	• communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters
• use titles, headings and visuals to add interest and highlight important points of presentation	• select visuals, print and/or other media to add interest and to engage the audience
Review research process	
• assess the research process, using pre-established criteria	• identify strengths and areas for improvement in research process

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.4 Share and Review

Grade 5	Grade 6
Share ideas and information	
• communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues	• communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs
• select visuals, print and/or other media to inform and engage the audience	• select appropriate visuals, print and/or other media to inform and engage the audience
Review research process	
• assess personal research skills, using pre-established criteria	• establish goals for enhancing research skills

Students will listen, speak, read, write, view and represent to manage ideas and information.

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3.4 Share and Review

Grade 7	Grade 8	Grade 9
Share ideas and information		
• communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations	• communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries	• communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles
• use appropriate visual, print and/or other media effectively to inform and engage the audience	• integrate appropriate visual, print and/or other media to inform and engage the audience	• integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience
Review research process		
• identify strengths and areas for improvement in personal research skills	• assess the research process, and consider alternative ways of achieving research goals	• reflect on the research process, identifying areas of strength and ways to improve further research activities

Students will listen, speak, read, write, view and represent to manage ideas and information.

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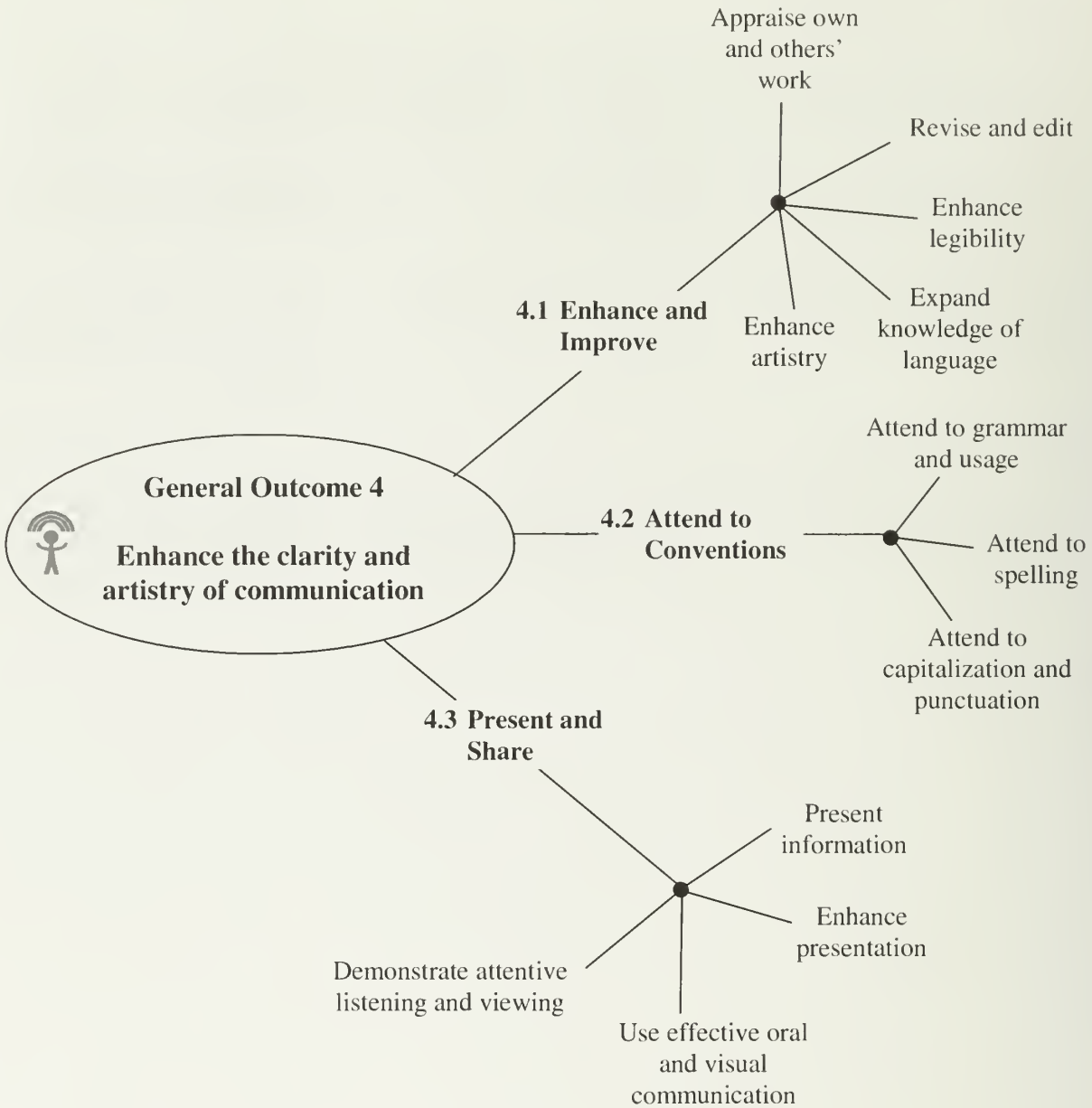

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT.

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General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

Learning effective strategies for using language with precision, clarity and artistry is interrelated with learning in the other general outcomes. Students use exploratory language to discover and focus their communication (General Outcome 1). Oral, print and other media texts provide vicarious experiences and new perspectives that students use for speaking, writing and representing (General Outcome 2). Students locate, gather and organize data to communicate ideas and information (General Outcome 3). Creating and communicating with language enhance collaboration and build community (General Outcome 5).

As students use English language arts in a variety of contexts with instruction, encouragement and support, they revise and edit to clarify meaning, achieve purposes and affect audiences. In doing so, they apply the conventions of grammar, language usage, spelling, punctuation and capitalization. They develop an understanding of how language works and use the specialized vocabulary of English language arts. As well, they develop confidence and skill in sharing and responding to thoughts, ideas and experiences through informal and formal presentations.

In school and in daily life, students are required to communicate ideas and information using well-organized, clear and precise language. They use artistic language to create, to express who they are and what they feel, and to share their experiences with others in a variety of oral, print and other media texts.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

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4.1 Enhance and Improve

Kindergarten	Grade 1	Grade 2
Appraise own and others' work		
• make statements related to the content of own and others' pictures, stories or talk	• ask or respond to questions or comments related to the content of own or others' pictures, stories or talk	• identify features that make own or peers' oral, print or other media texts interesting or appealing
Revise and edit		
• retell ideas to clarify meaning in response to questions or comments	• rephrase by adding or deleting words, ideas or information to make better sense • check for obvious spelling errors and missing words	• revise words and sentences to improve sequence or add missing information • check for capital letters, punctuation at the end of sentences and errors in spelling
Enhance legibility		
• form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner • explore the keyboard, using letters, numbers and the space bar	• print letters legibly from left to right, using lines on a page as a guide • use appropriate spacing between letters in words and between words in sentences • explore and use the keyboard to produce text	• print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately • use margins and spacing appropriately • explore and use the keyboard to compose and revise text

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.1 Enhance and Improve

Grade 3

Appraise own and others' work

- share own oral, print and other media texts with others to identify strengths and ideas for improvement

Revise and edit

- combine and rearrange existing information to accommodate new ideas and information
- edit for complete and incomplete sentences

Enhance legibility

- print legibly, and begin to learn proper alignment, shape and slant of cursive writing
- space words and sentences consistently on a line and page
- use keyboarding skills to compose, revise and print text
- understand and use vocabulary associated with keyboarding and word processing

Grade 4

Appraise own and others' work

- identify the general impression and main idea communicated by own and peers' oral, print and other media texts
- use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts

Revise and edit

- revise to ensure an understandable progression of ideas and information
- identify and reduce fragments and run-on sentences
- edit for subject–verb agreement

Enhance legibility

- write legibly, using a style that demonstrates awareness of alignment, shape and slant
- use special features of software when composing, formatting and revising texts

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.1 Enhance and Improve

Grade 5

Appraise own and others' work

- develop criteria for evaluating the effectiveness of oral, print and other media texts
- use developed criteria to provide feedback to others and to revise own work

Revise and edit

- revise to add and organize details that support and clarify intended meaning
- edit for appropriate use of statements, questions and exclamations

Enhance legibility

- write legibly, using a style that is consistent in alignment, shape and slant
- apply word processing skills, and use publishing programs to organize information

Grade 6

Appraise own and others' work

- work collaboratively to revise and enhance oral, print and other media texts
- ask for and evaluate the usefulness of feedback and assistance from peers

Revise and edit

- revise to provide focus, expand relevant ideas and eliminate unnecessary information
- edit for appropriate verb tense and for correct pronoun references
- use paragraph structures in expository and narrative texts

Enhance legibility

- write legibly and at a pace appropriate to context and purpose
- experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.1 Enhance and Improve

Grade 7

Appraise own and others' work

- identify particular content features that enhance the effectiveness of published oral, print and other media texts
- incorporate particular content features of effective texts into own oral, print and other media texts

Revise and edit

- revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
- revise to eliminate unnecessary repetition of words and ideas
- use paragraphs, appropriately, to organize narrative and expository texts

Enhance legibility

- choose and use printing, cursive writing or word processing, depending on the task, audience and purpose
- identify how the format of documents enhances the presentation of content

Grade 8

- share draft oral, print and other media texts in a way that will elicit useful feedback
- evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions

- revise by adding words and phrases that emphasize important ideas or create dominant impressions
- revise to enhance sentence variety, word choice and appropriate tone
- enhance the coherence and impact of documents, using electronic editing functions
- use paragraph structures to demonstrate unity and coherence

- vary handwriting style and pace, depending on the context, audience and purpose
- choose an effective format for documents, depending on the content, audience and purpose

Grade 9

- share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each
- work collaboratively to make appropriate revisions based on feedback provided by peers

- revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions
- revise to enhance effective transitions between ideas and maintain a consistent organizational pattern
- revise to combine narration, description and exposition effectively

- develop personal handwriting styles appropriate for a variety of purposes
- identify and experiment with some principles of design that enhance the presentation of texts

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.1 Enhance and Improve *(continued)*

Kindergarten	Grade 1	Grade 2
Expand knowledge of language		
• explore and experiment with new words and terms associated with topics of interest • experiment with rhymes and rhythms of language to learn new words	• identify and use an increasing number of words and phrases related to personal interests and topics of study • experiment with letters, sounds, words and word patterns to learn new words	• develop categories of words associated with experiences and topics of interest • use knowledge of word patterns, word combinations and parts of words to learn new words
Enhance artistry		
• experiment with sounds, colours, print and pictures to express ideas and feelings	• use words and pictures to add sensory detail in oral, print and other media texts	• choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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Grade 3	Grade 4
Expand knowledge of language	
• explain relationships among words and concepts associated with topics of study	• use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study
• experiment with words and word meanings to produce a variety of effects	• recognize English words and expressions that come from other cultures or languages
Enhance artistry	
• choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts	• experiment with combining detail, voice-over, music and dialogue with sequence of events

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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Grade 5	Grade 6
Expand knowledge of language	
• extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus	• show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists
• distinguish different meanings for the same word, depending on the context in which it is used	• choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose
Enhance artistry	
• experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis	• experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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Grade 7	Grade 8	Grade 9
Expand knowledge of language		
• identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning • identify and explain figurative and metaphorical use of language in context	• explore and explain ways that new words, phrases and manners of expression enter the language as a result of factors, such as popular culture, technology, other languages • infer the literal and figurative meaning of words in context, using idioms, analogies, metaphors and similes	• distinguish between the denotative and connotative meaning of words, and discuss effectiveness for achieving purpose and affecting audience • explore the derivation and use of words, phrases and jargon, including variations in language, accent and dialect in Canadian communities and regions
Enhance artistry		
• experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion	• experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood	• experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.2 Attend to Conventions

Kindergarten	Grade 1	Grade 2
Attend to grammar and usage		
• develop a sense of sentence	• speak in complete statements, as appropriate • write simple statements, demonstrating awareness of capital letters and periods	• write complete sentences, using capital letters and periods • use connecting words to join related ideas in a sentence • identify nouns and verbs, and use in own writing • identify adjectives and adverbs that add interest and detail to stories
Attend to spelling		
• hear and identify dominant sounds in spoken words • demonstrate curiosity about visual features of letters and words with personal significance • connect letters with sounds in words • print own name, and copy environmental print and words with personal significance	• use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing • spell phonically irregular high frequency words in own writing • use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing • know that words have conventionally accepted spellings	• use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing • use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing • use the conventional spelling of common words necessary for the efficient communication of ideas in writing

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.2 Attend to Conventions

Grade 3	Grade 4
Attend to grammar and usage	
• identify a variety of sentence types, and use in own writing	• identify simple and compound sentence structures, and use in own writing
• identify correct subject–verb agreement, and use in own writing	• identify correct noun–pronoun agreement, and use in own writing
• use adjectives and adverbs to add interest and detail to own writing	• identify past, present and future action
• distinguish between complete and incomplete sentences	
Attend to spelling	
• use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing	• use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing
• identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing	• identify and apply common spelling generalizations in own writing
• identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing	• apply strategies for identifying and learning to spell problem words in own writing

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.2 Attend to Conventions

Grade 5	Grade 6
Attend to grammar and usage	
• use words and phrases to modify and clarify ideas in own writing	• identify the use of coordinate and subordinate conjunctions to express ideas
• use connecting words to link ideas in sentences and paragraphs	• use complex sentence structures and a variety of sentence types in own writing
• identify irregular verbs, and use in own writing	• identify comparative and superlative forms of adjectives, and use in own writing
• identify past, present and future verb tenses, and use in sentences	• identify past, present and future verb tenses, and use throughout a piece of writing
Attend to spelling	
• use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing	• use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns
• study and use the correct spelling of commonly misspelled words in own writing	• explain the importance of correct spellings for effective communication
• know and consistently apply spelling conventions when editing and proofreading own writing	• edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.2 Attend to Conventions

Grade 7	Grade 8	Grade 9
Attend to grammar and usage		
• use a variety of subordinate clauses correctly and appropriately in own writing • use correct subject–verb agreement in sentences with compound subjects • distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose • identify and use common subjective and objective forms of pronouns, appropriately and correctly in own writing	• use words and phrases to modify, clarify and enhance ideas and descriptions in own writing • use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting • use correct pronoun–antecedent agreement in own writing • use verb tenses consistently throughout a piece of writing	• identify and use parallel structure in own writing • identify and use coordination, subordination and apposition to enhance communication • use a variety of strategies to make effective transitions between sentences and paragraphs in own writing
Attend to spelling		
• use reference materials to confirm spellings and to solve spelling problems when editing and proofreading • extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts • apply specific and effective strategies for learning and remembering the correct spelling of words in own writing	• develop a systematic and effective approach to studying and remembering the correct spelling of key words encountered in a variety of print and other media texts • use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing • identify the use of spelling variants in print and other media texts, and discuss the effectiveness depending on audience and purpose	• demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing • identify situations in which careful attention to correct spelling is especially important • identify and use variant spellings for particular effects, depending on audience, purpose, content and context

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.2 Attend to Conventions *(continued)*

Kindergarten	Grade 1	Grade 2
Attend to capitalization and punctuation		
• recognize capital letters and periods in print texts • capitalize first letter of own name	• capitalize the first letter of names and the pronoun "I" in own writing • identify periods, exclamation marks and question marks when reading, and use them to assist comprehension	• use capital letters for proper nouns and at the beginning of sentences in own writing • use periods and question marks, appropriately, as end punctuation in own writing • use commas after greetings and closures in friendly letters and to separate words in a series in own writing • identify commas and apostrophes when reading, and use them to assist comprehension

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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Grade 3	Grade 4
Attend to capitalization and punctuation	
• use capital letters appropriately in titles of books and stories	• use capitalization to designate organizations and to indicate the beginning of quotations in own writing
• use exclamation marks, appropriately, as end punctuation in own writing	• use commas after introductory words in sentences and when citing addresses in own writing
• use apostrophes to form common contractions and to show possession in own writing	• identify quotation marks in passages of dialogue, and use them to assist comprehension
• identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension	

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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Grade 5	Grade 6
Attend to capitalization and punctuation	
• use capital letters, appropriately, in titles, headings and subheadings in own writing	• use colons before lists, to separate hours and minutes, and after formal salutations in own writing
• use quotation marks and separate paragraphs to indicate passages of dialogue in own writing	• identify parentheses and colons when reading, and use them to assist comprehension
• recognize various uses of apostrophes, and use them appropriately in own writing	• identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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Grade 7	Grade 8	Grade 9
Attend to capitalization and punctuation		
• use periods and commas with quotation marks that indicate direct speech in own writing • use commas to separate phrases and clauses in own writing • use quotation marks to identify information taken from secondary sources in own writing	• use hyphens to break words at the end of lines, and to make a new word from two related words in own writing • identify semicolons, dashes and hyphens when reading, and use them to assist comprehension • use parentheses appropriately in own writing • use appropriate capitalization and punctuation for referencing oral, print and other media texts	• use quotation marks to distinguish words being discussed in own writing • use dashes to show sentence breaks or interrupted speech, where appropriate in own writing • know that rules for punctuation can vary, and adjust punctuation use for effect in own writing

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.3 Present and Share

Kindergarten	Grade 1	Grade 2
Present information		
• share ideas and information about own drawings and topics of personal interest	• present ideas and information to a familiar audience, and respond to questions	• present ideas and information by combining illustrations and written texts
Enhance presentation		
• use drawings to illustrate ideas and information, and talk about them	• add such details as labels, captions and pictures to oral, print and other media texts	• clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments
Use effective oral and visual communication		
• speak in a clear voice to share ideas and information	• speak in a clear voice, with appropriate volume, to an audience	• speak in a clear voice, with appropriate volume, at an understandable pace and with expression
Demonstrate attentive listening and viewing		
• follow one- or two-step instructions	• ask questions to clarify information	• ask relevant questions to clarify understanding and to have information explained
• make comments that relate to the topic being discussed	• be attentive and show interest during listening or viewing activities	• show enjoyment and appreciation during listening and viewing activities

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.3 Present and Share

Grade 3	Grade 4
Present information	
• present ideas and information on a topic, using a pre-established plan	• present to peers ideas and information on a topic of interest, in a well-organized form
Enhance presentation	
• use print and nonprint aids to illustrate ideas and information in oral, print and other media texts	• add interest to presentations through the use of props, such as pictures, overheads and artifacts
Use effective oral and visual communication	
• speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas	• adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities
Demonstrate attentive listening and viewing	
• rephrase, restate and explain the meaning of oral and visual presentations • identify and set purposes for listening and viewing	• connect own ideas, opinions and experiences to those communicated in oral and visual presentations • give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.3 Present and Share

Grade 5	Grade 6
Present information	
• organize ideas and information in presentations to maintain a clear focus and engage the audience	• use various styles and forms of presentations, depending on content, audience and purpose
Enhance presentation	
• use effective openings and closings that attract and sustain reader or audience interest	• emphasize key ideas and information to enhance audience understanding and enjoyment
Use effective oral and visual communication	
• adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention	• demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication
Demonstrate attentive listening and viewing	
• identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter • show respect for the presenter's opinions by listening politely and providing thoughtful feedback	• identify the tone, mood and emotion conveyed in oral and visual presentations • respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.3 Present and Share

Grade 7	Grade 8	Grade 9
Present information		
• present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions	• plan and facilitate small group and short, whole class presentations to share information	• select, organize and present information to appeal to the interests and background knowledge of various readers or audiences
Enhance presentation		
• clarify and support ideas or opinions with details, visuals or media techniques	• present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience	• choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences
Use effective oral and visual communication		
• identify and use explicit techniques to arouse and maintain interest and to convince the audience	• plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications	• integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations
Demonstrate attentive listening and viewing		
• listen and view attentively to organize and classify information and to carry out multistep instructions	• anticipate the organizational pattern of presentations, and identify important ideas and supporting details	• follow the train of thought, and evaluate the credibility of the presenter and the evidence provided
• ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding	• use appropriate verbal and nonverbal feedback to respond respectfully	• provide feedback that encourages the presenter and audience to consider other ideas and additional information

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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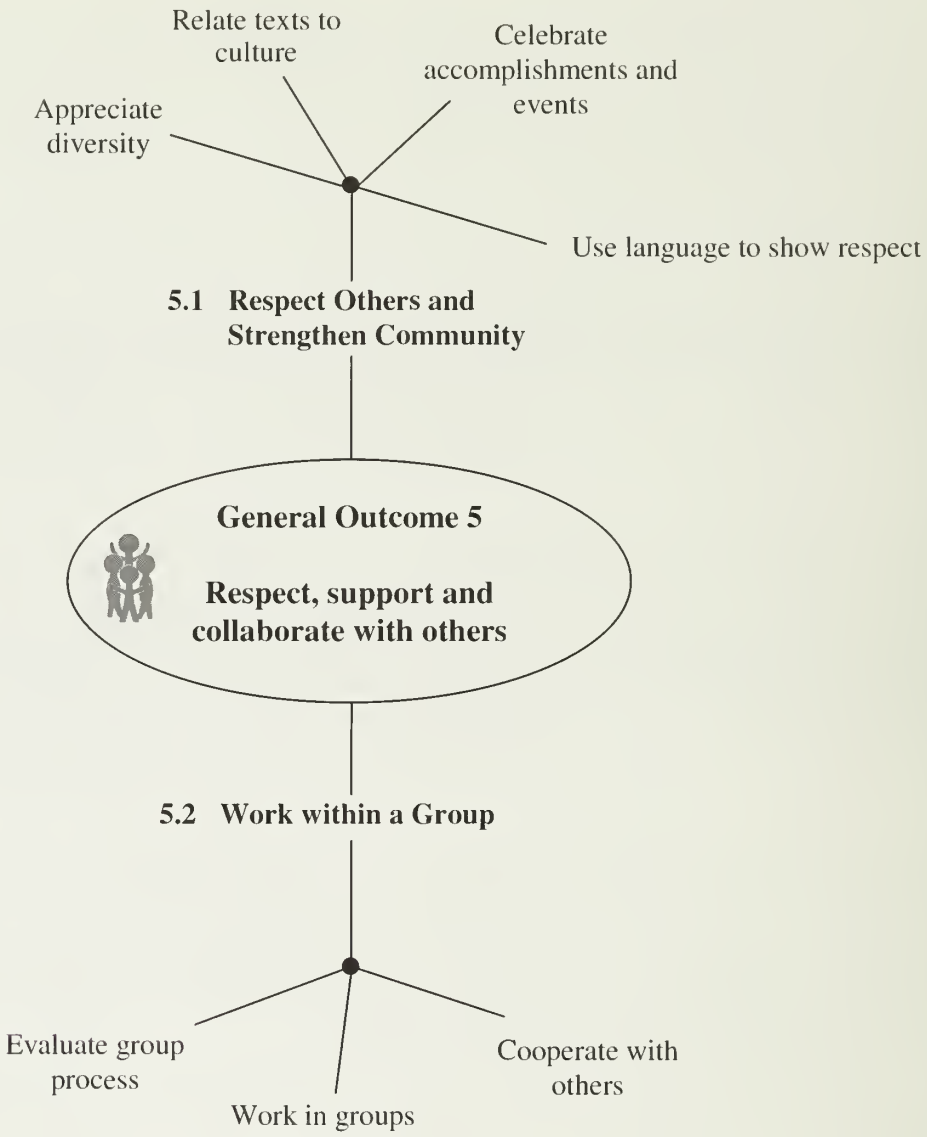

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT.

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General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

Language is necessary for working together. Students learn collaboration skills by discussing in groups, by building on the ideas of others, and by planning and working together to meet common goals and strengthen community. In every classroom, students develop a sense of community. They learn to use language to offer assistance and to participate in and enrich their classroom community. In this way, students share perspectives and ideas, develop understanding and respect diversity.

Students learn that language is important for celebrating events of personal, social, community and national significance. In their language learning and use, they develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' use of the language arts. Throughout Kindergarten to Grade 9, students use language to celebrate significant community and national events. Students need opportunities to reflect on, appraise and celebrate their achievements and growth.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

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5.1 Respect Others and Strengthen Community

Kindergarten	Grade 1	Grade 2
Appreciate diversity		
• explore personal experiences and family traditions related to oral, print and other media texts	• share personal experiences and family traditions related to oral, print and other media texts	• discuss the experiences and traditions of various communities portrayed in oral, print and other media texts • ask for and provide clarification and elaboration of stories and ideas
Relate texts to culture		
• explore oral, print and other media texts from various communities	• talk about other times, places and people after exploring oral, print and other media texts from various communities	• discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities
Celebrate accomplishments and events		
• share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments	• share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments	• participate in shared language experiences to acknowledge and celebrate individual and class accomplishments
Use language to show respect		
• use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns	• use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns	• adjust own language use according to the context, purpose and audience

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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5.1 Respect Others and Strengthen Community

Grade 3	Grade 4
Appreciate diversity	
• describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts	• describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts
• retell, paraphrase or explain ideas in oral, print and other media texts	• appreciate that responses to some oral, print or other media texts may be different
Relate texts to culture	
• identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities	• identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities
Celebrate accomplishments and events	
• use appropriate language to acknowledge and celebrate individual and class accomplishments	• use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom
Use language to show respect	
• demonstrate respect for the ideas, abilities and language use of others	• identify and discuss differences in language use in a variety of school and community contexts

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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5.1 Respect Others and Strengthen Community

Grade 5	Grade 6
Appreciate diversity	
• discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts	• compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts
• compare own and others' responses to ideas and experiences related to oral, print and other media texts	• share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts
Relate texts to culture	
• identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities	• identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas
Celebrate accomplishments and events	
• select and use language appropriate in tone and form to recognize and honour people and events	• use appropriate language to participate in public events, occasions or traditions
Use language to show respect	
• determine and use language appropriate to the context of specific situations	• demonstrate respect by choosing appropriate language and tone in oral, print and other media texts

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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5.1 Respect Others and Strengthen Community

Grade 7

Appreciate diversity

- discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts
- explain how differing perspectives and unique reactions expand understanding

Relate texts to culture

- identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities

Celebrate accomplishments and events

- select and use appropriate form and tone for specific audiences to celebrate special events and accomplishments

Use language to show respect

- demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts

Grade 8

Appreciate diversity

- compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts
- clarify and broaden perspectives and opinions, by examining the ideas of others

Relate texts to culture

- compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history

Celebrate accomplishments and events

- participate in organizing and celebrating special events, recognizing the appropriateness and significance of language arts

Use language to show respect

- use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities

Grade 9

Appreciate diversity

- examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts
- take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others

Relate texts to culture

- analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history

Celebrate accomplishments and events

- explore and experiment with various ways in which language arts are used across cultures, age groups and genders to honour and celebrate people and events

Use language to show respect

- create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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5.2 Work within a Group

Kindergarten	Grade 1	Grade 2
Cooperate with others		
• participate in class and group activities • find ways to be helpful to others	• work in partnerships and groups • help others and ask others for help	• work in a variety of partnerships and group structures • identify ways that class members can help each other
Work in groups		
• ask and answer questions to determine what the class knows about a topic • listen to the ideas of others	• ask questions and contribute ideas related to class investigations on topics of interest • take turns sharing ideas and information	• contribute relevant information and questions to extend group understanding of topics and tasks • stay on topic during class and group discussions
Evaluate group process		
• respond to questions about personal contributions to group process	• recognize personal contributions to group process	• recognize own and others' contributions to group process

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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5.2 Work within a Group

Grade 3	Grade 4
Cooperate with others	
• work cooperatively with others in small groups on structured tasks	• take responsibility for collaborating with others to achieve group goals
• identify others who can provide assistance, and seek their help in specific situations	• ask for and provide information and assistance, as appropriate, for completing individual and group tasks
Work in groups	
• contribute ideas and information on topics to develop a common knowledge base in the group	• share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions
• ask others for their ideas, and express interest in their contributions	• use brainstorming, summarizing and reporting to organize and carry out group projects
Evaluate group process	
• assess the effectiveness of group process, using pre-established criteria	• assess group process, using established criteria, and determine areas for improvement

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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5.2 Work within a Group

Grade 5	Grade 6
Cooperate with others	
• accept and take responsibility for fulfilling own role as a group member	• assume a variety of roles, and share responsibilities as a group member
• discuss and decide whether to work individually or collaboratively to achieve specific goals	• identify and participate in situations and projects in which group work enhances learning and results
Work in groups	
• formulate questions to guide research or investigations, with attention to specific audiences and purposes	• contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations
• contribute ideas to help solve problems, and listen and respond constructively	• address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative
Evaluate group process	
• show appreciation for the contributions of others, and offer constructive feedback to group members	• assess own contributions to group process, and set personal goals for working effectively with others

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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5.2 *Work within a Group*

Grade 7	Grade 8	Grade 9
Cooperate with others		
• contribute collaboratively in group situations, by asking questions and building on the ideas of others	• propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group	• contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
• take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs	• use opportunities as a group member to contribute to group goals and extend own learning	• discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals
Work in groups		
• contribute ideas, knowledge and questions to establish an information base for research or investigations	• contribute ideas, knowledge and strategies to identify group information needs and sources	• generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations
• assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view	• organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frames, and reviewing progress	• share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives
Evaluate group process		
• evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement	• evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement	• establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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FRANÇAIS

This French language course is intended specifically for francophone students receiving instruction in French according to section 5 of the *School Act* and section 23 of the *Canadian Charter of Rights and Freedoms*.

The course has a double focus: the development of a functional use of the French language in personal, social and academic settings, as well as the development and enhancement of one's identity and pride as a Francophone living in Alberta. The language skills—listening/viewing, speaking, reading and writing—are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication. Emphasis is placed on the planning, monitoring and evaluation strategies that students must access to complete successfully a communication project.

Specific curricular information is contained in the following document prepared by French Language Services of Alberta Learning: *Le français à l'élémentaire, Programme d'études—Langue maternelle*.

FRENCH LANGUAGE ARTS

This French language course is intended specifically for students registered in French immersion programs.

This course aims to develop a functional use of the French language in both social and academic settings. As in any language program, basic language skills—listening/viewing, speaking, reading and writing—are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication. A great deal of emphasis is placed on the planning, monitoring and evaluation strategies that students need to use to complete successfully a communication project.

Specific curricular information is contained in the following document prepared by French Language Services of Alberta Learning: *Le français à l'élémentaire, Programme d'études—Immersion.*

PHYSICAL EDUCATION

A. PROGRAM RATIONALE AND PHILOSOPHY

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Alberta's vision for education focuses on children and their ability to achieve their individual potential, creating a positive future for themselves, as well as enhancing their quality of life. The Kindergarten to Grade 12 physical education program contributes to the development of life skills for the personal management of health, for the use of physical activity as a strategy for managing life challenges, and for a setting within which to practise the ability to work with others. The program provides an equitable opportunity for all students to realize the benefits of participation in physical activity.

Education is a shared responsibility involving students, parents, teachers, the school and the community. Within each day, whether at home, school, or in the community, there is structured and unstructured time available for meeting the aim of the physical education program that contributes to student well-being. As the benefits of physical activity increase proportionally as a result of the time and intensity provided, consideration should be given to maximizing the amount of time available within the school context. An approach that is sensitive to developmental and culturally appropriate practice, and that emphasizes enjoyable participation, is most likely to foster a desire in students to participate in lifelong physical activity.

Physical activity is vital to all aspects of normal growth and development, and the benefits are widely recognized. Students do not develop automatically the requisite knowledge, skills and attitudes that lead to active, healthy lifestyles. Such learning should begin in childhood. Schools and teachers can be prime facilitators in providing opportunities for the development of the desire for lifelong participation in physical activity.

Active Living

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

Active living through physical education:

- creates a desire to participate
- focuses on lifetime activities promoting health-related fitness for life
- is about physical activity; and the nature, form, frequency and intensity of the activity are relative to each person's ability, needs aspirations and environment
- places physical activity within a broader perspective of total fitness and well-being that encompasses the entire experience of

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movement—physical, mental, emotional and social dimensions
- is enhanced through opportunities to participate in such activities as intramural and interschool athletics and community-based sport and recreation activities
- is centred around learner needs; inclusive, individual and varied
- is supported when opportunities for making choices are provided
- is supportive of the relevance of physical activity within the community.

Benefits of Physical Education and Activity

Strong evidence exists that physical activity contributes to the overall well-being of individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity into their daily routines. Participation in physical activity contributes to physical, mental and social well-being providing benefits to the individual and the community. Below are some reasons why students need physical education on a regular basis.

- Health
  Participation in physical activity can improve fitness—muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance—and reduce the risk factors related to heart disease, including obesity and high blood pressure. Regular physical activity increases bone density to create a stronger skeleton. It can be an outlet for releasing tensions and anxieties in the promotion of mental health.

- Active Lifestyle
  Physical activity, over time, is beneficial to personal well-being. Physical education promotes personal responsibility for health and fitness and for students to develop a desire to participate for life.

- Skill Development
  Physical education develops physical skills that allow for enjoyable and successful participation in movement activities. Students perceived competence is a key determinant for future involvement in physical activity.

- Positive Interactions
  Interaction with others is an important aspect of most physical activities. Physical education provides a natural learning environment in which to develop cooperation and fair play skills. For example, students have opportunities to assume leadership, develop teamwork skills, officiate and take responsibility for their actions while playing.

- Self-confidence and Self-esteem
  Physical activity can instill a strong sense of self-worth in students. They can become more confident, assertive and independent.

- Goal Setting
  Physical education provides opportunities for students to practise goal setting as they participate.

- Economic
  Physical activity can improve health, which reduces the cost of health care for individuals and the community.

- Academic Achievement
  Time allocation for physical education programs does not limit academic achievement; in fact, it can contribute to increased achievement levels; i.e., active bodies/active minds.

Student Learning and Achievement

Students will meet the aim of the physical education program, to lead an active, healthy lifestyle, if they have developed a desire to participate regularly in physical activity. The aim can only be achieved by addressing the prescribed outcomes within an environment wherein students are emotionally and physically safe, the climate is

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positive, and a variety of developmentally appropriate skill-building experiences are provided.

Curriculum experiences provide students with opportunities to develop the habit of being active daily, the skills to enjoy successful participation, and to realize the benefits resulting from activity. This is the focus of an "active living" approach.

There are many factors to be considered in providing a context wherein students can achieve. Planning will help to determine ways in which to provide a program that addresses the outcomes and meets the diverse needs of learners. Some of the factors to consider when planning include:

- activity that is relevant, meaningful and enjoyable
- student equity and diversity
- alignment of learning outcomes, instructional and assessment practices
- practices that apply the principles of learning
- experiences from all movement dimensions
- opportunities to practise and demonstrate growth and achievement
- elements of risk and challenge provided in a safe environment
- consideration of, and for, past related experiences
- time allocation
- teacher willingness and expertise
- diversity of instructional strategies
- focus on outcomes rather than dimensions
- facilities and equipment resources
- use of community resources
- use of technology
- assessment, evaluation and communication of student learning
- transference to lifelong participation in physical activity.

Exemptions

To meet the aim of the program it is recommended that a variety of movement experiences be provided in all the dimensions. In the following specified circumstances; however, exemptions may be warranted from one or more dimensions and/or a physical education course.

Category	Conditions for Exemption	Procedures	Other Experiences
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal.	• When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.
INDIVIDUAL	Medical	• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.	
CLASS, GRADE OR SCHOOL	Access to facilities	• Initiated by school authority or parent. • Approved by school authority.	

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B. GENERAL AND SPECIFIC OUTCOMES

The four **general outcomes** upon which the Kindergarten to Grade 12 physical education program is based state that *students will*:

Activity

- acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits

Benefits Health

- understand, experience and appreciate the health benefits that result from physical activity

Cooperation

- interact positively with others

Do it Daily ... for Life!

- assume responsibility to lead an active way of life.

The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of physical activities. Students must have the opportunity for participation in each of the following dimensions:

- dance
- games
- types of gymnastics
- individual activities
- activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Each general outcome includes **specific outcomes**, by grade, and at the senior high school level by course name. Students are expected to demonstrate these outcomes, to the best of their ability, by the end of each grade/course.

Program planning requires consideration of student age, grade level, individual abilities and developmental readiness. Assessment, evaluation and communication of student achievement requires consideration of such factors as practice time, individual growth and development, and overall improvement.

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GENERAL OUTCOMES

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

General Outcome A

***Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.**

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment; i.e., Aquatics and Outdoor Pursuits; Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B

***Students will* understand, experience and appreciate the health benefits that result from physical activity.**

- Functional Fitness
- Body Image
- Well-being

General Outcome C

***Students will* interact positively with others.**

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D

***Students will* assume responsibility to lead an active way of life.**

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

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GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Kindergarten [AK–]	Grade 1 [A1–]	Grade 2 [A2–]	Grade 3 [A3–]
Students will:			
Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water			
AK–1 experience and develop locomotor skills through a variety of activities	A1–1 perform locomotor skills through a variety of activities	A2–1 select and perform locomotor skills involved in a variety of activities	A3–1 respond to a variety of stimuli to create locomotor sequences
AK–2 N/A	A1–2 N/A	A2–2 N/A	A3–2 N/A
Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging			
AK–3 experience and develop nonlocomotor skills through a variety of activities	A1–3 perform nonlocomotor skills through a variety of activities	A2–3 select and perform nonlocomotor skills involved in a variety of activities	A3–3 respond to a variety of stimuli to create nonlocomotor sequences
AK–4 N/A	A1–4 N/A	A2–4 N/A	A3–4 N/A
Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking			
AK–5 experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities	A1–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	A2–5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	A3–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways
AK–6 N/A	A1–6 N/A	A2–6 N/A	A3–6 N/A

All outcomes are achieved through active and safe participation in physical education.

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GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 4 [A4–]	Grade 5 [A5–]	Grade 6 [A6–]

Students will:

Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water

A4–1 select, perform and refine simple locomotor sequences	A5–1 select, perform and refine more challenging locomotor sequences	A6–1 select, perform and refine challenging locomotor sequences
A4–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	A5–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	A6–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance

Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging

A4–3 select, perform and refine simple nonlocomotor sequences	A5–3 select, perform and refine more challenging nonlocomotor sequences	A6–3 select, perform and refine challenging nonlocomotor sequences
A4–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	A5–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	A6–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

Basic Skills—Manipulative: receiving; e.g., catching, collecting: retaining; e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking

A4–5 select, perform and refine ways to receive, retain and send an object with control	A5–5 select, perform and refine more challenging ways to receive, retain and send an object with control	A6–5 demonstrate ways to receive, retain and send an object with increasing accuracy
A4–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship	A5–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship	A6–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

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GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 7 [A7–]	Grade 8 [A8–]	Grade 9 [A9–]
Students will:		
Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water		
A7–1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance	A8–1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance	A9–1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance
A7–2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	A8–2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	A9–2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance
Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging		
A7–3 demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance	A8–3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance	A9–3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance
A7–4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	A8–4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	A9–4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
Basic Skills—Manipulative: receiving; e.g., catching, collecting: retaining; e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking		
A7–5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity	A8–5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity	A9–5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity
A7–6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	A8–6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	A9–6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

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GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Physical Education 10 [A10–]	Physical Education 20 [A20–]	Physical Education 30 [A30–]
Students will:		
Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water		
A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A20–1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A30–1 analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
A10–2 N/A	A20–2 N/A	A30–2 N/A
Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging		
A10–3 apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A20–3 analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A30–3 analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
A10–4 N/A	A20–4 N/A	A30–4 N/A
Basic Skills—Manipulative: receiving; e.g., catching, collecting: retaining; e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking		
A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A20–5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A30–5 analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
A10–6 N/A	A20–6 N/A	A30–6 N/A

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Kindergarten [AK–]	Grade 1 [A1–]	Grade 2 [A2–]	Grade 3 [A3–]
Students will:			
Application of Basic Skills in an Alternative Environment			
AK–7 experience the basic skills in a variety of environments; e.g., playground	A1–7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities	A2–7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course	A3–7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing
Application of Basic Skills in Dance			
AK–8 experience movement to respond to a variety of stimuli; e.g., music	A1–8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music	A2–8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship	A3–8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
AK–9 experience body awareness when performing dance activities	A1–9 demonstrate body awareness when performing dance activities	A2–9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others	A3–9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
Application of Basic Skills in Games			
AK–10 demonstrate body and space awareness when performing space awareness games	A1–10 demonstrate body and space awareness when performing space awareness games	A2–10 create and play body and space awareness games	A3–10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship
AK–11 demonstrate an understanding of basic rules and fair play	A1–11 demonstrate an understanding of basic rules and fair play for simple games	A2–11 apply basic rules and fair play while playing and learning the strategies of lead-up games	A3–11 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games

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GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 4 [A4–]	Grade 5 [A5–]	Grade 6 [A6–]
Students will:		
Application of Basic Skills in an Alternative Environment		
A4–7 select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming	A5–7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering	A6–7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
Application of Basic Skills in Dance		
A4–8 select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others	A5–8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others	A6–8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others
A4–9 demonstrate a creative process to develop dance sequences alone and with others	A5–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli	A6–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
Application of Basic Skills in Games		
A4–10 demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes	A5–10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone	A6–10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
A4–11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games	A5–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games	A6–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 7 [A7–]	Grade 8 [A8–]	Grade 9 [A9–]
Students will:		
Application of Basic Skills in an Alternative Environment		
A7–7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering	A8–7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating	A9–7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing
Application of Basic Skills in Dance		
A7–8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others	A8–8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others	A9–8 create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others
A7–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	A8–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	A9–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns
Application of Basic Skills in Games		
A7–10 demonstrate activity-specific basic skills in a variety of games	A8–10 select, combine and perform activity-specific basic skills in a variety of games	A9–10 apply and refine activity-specific basic skills in a variety of games
A7–11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity	A8–11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal	A9–11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Physical Education 10 [A10–]	Physical Education 20 [A20–]	Physical Education 30 [A30–]
Students will:		
Application of Basic Skills in an Alternative Environment		
A10–7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills	A20–7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving	A30–7 recommend and relate a choice of activity-specific skills in an alternative environment to meet activity goal; e.g., river canoeing versus flat water canoeing
Application of Basic Skills in Dance		
A10–8 apply the principles of dance to improve performance	A20–8 develop and perform more complex dances	A30–8 develop, refine and perform more complex dances
A10–9 choreograph and perform dances for self and others; e.g., jazz, social and novelty	A20–9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty	A30–9 choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty
Application of Basic Skills in Games		
A10–10 adapt and improve activity-specific skills in a variety of games	A20–10 develop and refine activity-specific skills in a variety of games	A30–10 develop and further refine activity-specific skills in a variety of games
A10–11 select, plan and create games that incorporate simple and more challenging strategies and tactics	A20–11 apply the relationship among skills, rules and strategies in the creation and playing of games	A30–11 apply and analyze the relationship among skills, rules and strategies in the creation and playing of games

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Kindergarten [AK–]	Grade 1 [A1–]	Grade 2 [A2–]	Grade 3 [A3–]

Students will:

Application of Basic Skills in Types of Gymnastics

AK–12 experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships	A1–12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships	A2–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence	A3–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence

Application of Basic Skills in Individual Activities

AK–13 experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field	A1–13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes	A2–13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching	A3–13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 4 [A4–]	Grade 5 [A5–]	Grade 6 [A6–]
Students will:		
Application of Basic Skills in Types of Gymnastics		
A4–12 select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence	A5–12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics	A6–12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
Application of Basic Skills in Individual Activities		
A4–13 select, perform and refine basic skills in individual activities; e.g., cross country running	A5–13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack	A6–13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/ athletics

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 7 [A7–]	Grade 8 [A8–]	Grade 9 [A9–]

Students will:

Application of Basic Skills in Types of Gymnastics

A7–12 demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	A8–12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	A9–12 apply and refine ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

Application of Basic Skills in Individual Activities

A7–13 demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk	A8–13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g. wrestling	A9–13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities

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GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Physical Education 10	Physical Education 20	Physical Education 30
Students will:		
Application of Basic Skills in Types of Gymnastics		
A10–12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	A20–12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group	A30–12 refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group
Application of Basic Skills in Individual Activities		
A10–13 adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics	A20–13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense	A30–13 recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling

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GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Kindergarten [BK–]	Grade 1 [B1–]	Grade 2 [B2–]	Grade 3 [B3–]
Students will:			
Functional Fitness			
BK–1 recognize appropriate nutritional habits	B1–1 identify healthy nutritional habits	B2–1 recognize that "energy" is required for muscle movement	B3–1 describe the concept of energy required for muscles
BK–2 recognize improvement in physical abilities	B1–2 demonstrate ways to improve personal growth in physical abilities	B2–2 describe ways to improve personal growth in physical abilities	B3–2 demonstrate and describe ways to improve personal growth in physical abilities
BK–3 experience cardio-respiratory activities	B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities	B2–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities	B3–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities
Body Image			
BK–4 recognize personal abilities while participating in physical activity	B1–4 recognize personal abilities while participating in physical activity	B2–4 identify personal physical attributes that contribute to physical activity	B3–4 describe personal physical attributes that contribute to physical activity
BK–5 N/A	B1–5 N/A	B2–5 N/A	B3–5 N/A
Well-being			
BK–6 experience how physical activity makes one feel	B1–6 describe how physical activity makes you feel	B2–6 describe how the body benefits from physical activity	B3–6 describe the benefits of physical activity to the body
BK–7 experience the changes that take place in the body during physical activity	B1–7 recognize the changes that take place in the body during physical activity	B2–7 identify changes that take place in the body during physical activity	B3–7 describe the changes that take place in the body during physical activity
BK–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B1–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B2–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B3–8 understand the connections between physical activity and emotional well-being; e.g., feels good

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GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Grade 4 [B4–]	Grade 5 [B5–]	Grade 6 [B6–]
Students will:		
Functional Fitness		
B4–1 identify the nutritional needs related to physical activity	B5–1 explain the relationship between nutritional habits and physical activity	B6–1 explain the relationship between nutritional habits and performance in physical activity
B4–2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity	B5–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	B6–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
B4–3 experience movement, involving components of fitness	B5–3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities	B6–3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level
Body Image		
B4–4 recognize and personally acknowledge individual and other attributes that contribute to physical activity	B5–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
B4–5 N/A	B5–5 N/A	B6–5 N/A
Well-being		
B4–6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially	B5–6 infer positive benefits gained from specific physical activities	B6–6 identify and plan for personal positive benefits from specific physical activity
B4–7 demonstrate changes that take place in the body during physical activity	B5–7 describe how physical activity influences physical fitness and the body systems	B6–7 describe and chart individual fitness changes as a result of engaging in physical activity
B4–8 understand the connection between physical activity, stress management and relaxation	B5–8 understand the connection between physical activity, stress management and relaxation	B6–8 understand the connection between physical activity, stress management and relaxation

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GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Grade 7 [B7–]	Grade 8 [B8–]	Grade 9 [B9–]
Students will:		
Functional Fitness		
B7–1 analyze personal nutritional habits and how they relate to performance in physical activity	B8–1 monitor and analyze a personal nutrition plan that affects physical performance	B9–1 design, monitor and personally analyze nutrition programs that will affect physical performance
B7–2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness	B8–2 demonstrate and monitor ways to achieve a personal functional level of physical fitness	B9–2 demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness
B7–3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth	B8–3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness	B9–3 design and implement a personal fitness and activity plan, using the principles of training: frequency intensity, duration
Body Image		
B7–4 identify different body types and how all types can contribute to, or participate positively in, physical activity	B8–4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images	B9–4 acknowledge and analyze the media and peer influences on body image
B7–5 discuss performance-enhancing substances as a part of the negative effect on physical activity	B8–5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity	B9–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity
Well-being		
B7–6 identify and explain the effects of exercise on the body systems before, during and after exercise	B8–6 analyze the personal effects of exercise on the body systems before, during and after exercise	B9–6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise
B7–7 interpret personal fitness changes as a result of physical activity	B8–7 monitor, analyze and assess fitness changes as a result of physical activity	B9–7 monitor, analyze and assess fitness changes as a result of physical activity
B7–8 understand the connection between physical activity, stress management and relaxation	B8–8 describe and perform appropriate physical activities for personal stress management and relaxation	B9–8 select and perform appropriate physical activities for personal stress management and relaxation

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GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Physical Education 10 [B10–]	Physical Education 20 [B20–]	Physical Education 30 [B30–]
Students will:		
Functional Fitness		
B10–1 design, analyze and modify nutrition programs that will positively affect performance in physical activity	B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition	B30–1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance
B10–2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness	B20–2 add to the variety of ways for achieving a personal functional fitness level	B30–2 appraise different activities and their effects on a personal functional level of fitness
B10–3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration	B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity	B30–3 evaluate, monitor and adapt fitness plans for self and others, applying the principles of training
Body Image		
B10–4 acknowledge and analyze the media and peer influences on body image	B20–4 interpret the impact of the media and peer influences on body image	B30–4 interpret and evaluate the impact of the media and peer influences on body image
B10–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	B20–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	B30–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity
Well-being		
B10–6 clarify the positive benefits that occur as a result of participation in physical activity	B20–6 analyze the positive benefits gained from physical activity	B30–6 predict the positive benefits gained from physical activity
B10–7 understand the consequences and risks associated with an inactive lifestyle	B20–7 understand the consequences and risks associated with an inactive lifestyle	B30–7 understand the consequences and risks associated with an inactive lifestyle
B10–8 select and perform appropriate physical activities for personal stress management and relaxation	B20–8 design and implement a plan for personal stress management	B30–8 monitor and evaluate the plan for personal stress management

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GENERAL OUTCOME C

Students will interact positively with others.

Kindergarten [CK–]	Grade 1 [C1–]	Grade 2 [C2–]	Grade 3 [C3–]
Students will:			
Communication			
CK–1 begin to develop respectful communication skills appropriate to context	C1–1 develop and demonstrate respectful communication skills appropriate to context	C2–1 identify and demonstrate respectful communication skills appropriate to context	C3–1 describe and demonstrate respectful communication skills appropriate to context
CK–2 N/A	C1–2 N/A	C2–2 N/A	C3–2 N/A
Fair Play			
CK–3 identify and demonstrate etiquette and fair play	C1–3 identify and demonstrate etiquette and fair play	C2–3 identify and demonstrate etiquette and fair play	C3–3 identify and demonstrate etiquette and fair play
Leadership			
CK–4 experience different roles in a variety of physical activities	C1–4 identify different roles in a variety of physical activities	C2–4 accept responsibility for assigned roles while participating in physical activity	C3–4 accept responsibility for assigned roles while participating in physical activity
Teamwork			
CK–5 display a willingness to play alongside others	C1–5 display a willingness to play cooperatively with others in large and small groups	C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups	C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others
CK–6 N/A	C1–6 N/A	C2–6 N/A	C3–6 N/A

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GENERAL OUTCOME C

Students will interact positively with others.

Grade 4 [C4–]	Grade 5 [C5–]	Grade 6 [C6–]
Students will:		
Communication		
C4–1 articulate and demonstrate respectful communication skills appropriate to context	C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity	C6–1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
C4–2 N/A	C5–2 N/A	C6–2 N/A
Fair Play		
C4–3 identify and demonstrate etiquette and fair play	C5–3 demonstrate etiquette and fair play	C6–3 demonstrate etiquette and fair play
Leadership		
C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences	C5–4 select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences	C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education
Teamwork		
C4–5 participate cooperatively in group activities	C5–5 identify and demonstrate practices that contribute to teamwork	C6–5 describe and demonstrate practices that contribute to teamwork
C4–6 identify and demonstrate positive behaviours that show respect for self and others	C5–6 identify and demonstrate positive behaviours that show respect for self and others	C6–6 identify and demonstrate positive behaviours that show respect for self and others

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GENERAL OUTCOME C

Students will interact positively with others.

Grade 7 [C7–]	Grade 8 [C8–]	Grade 9 [C9–]
Students will:		
Communication		
C7–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	C8–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	C9–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
C7–2 identify positive active living role models	C8–2 discuss positive active living role models	C9–2 identify and discuss the positive behaviours that are demonstrated by active living role models
Fair Play		
C7–3 demonstrate etiquette and fair play	C8–3 demonstrate etiquette and fair play	C9–3 demonstrate etiquette and fair play
Leadership		
C7–4 identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education	C8–4 describe, apply and practise leadership and followership skills related to physical activity	C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity
Teamwork		
C7–5 select and apply practices that contribute to teamwork	C8–5 recommend practices that contribute to teamwork	C9–5 develop practices that contribute to teamwork
C7–6 identify and demonstrate positive behaviours that show respect for self and others	C8–6 identify and demonstrate positive behaviours that show respect for self and others	C9–6 identify and demonstrate positive behaviours that show respect for self and others

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GENERAL OUTCOME C

Students will interact positively with others.

Physical Education 10 [C10–]	Physical Education 20 [C20–]	Physical Education 30 [C30–]
Students will:		
Communication		
C10–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	C20–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	C30–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
C10–2 discuss issues related to positive athletic/active living role models	C20–2 demonstrate an understanding of behaviour appropriate to positive active living role modelling	C30–2 discuss issues related to active living
Fair Play		
C10–3 demonstrate etiquette and fair play	C20–3 demonstrate etiquette and fair play	C30–3 demonstrate etiquette and fair play
Leadership		
C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity	C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	C30–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community
Teamwork		
C10–5 develop and apply practices that contribute to teamwork	C20–5 develop and apply practices that contribute to teamwork	C30–5 develop and apply practices that contribute to teamwork
C10–6 identify and demonstrate positive behaviours that show respect for self and others	C20–6 identify and demonstrate positive behaviours that show respect for self and others	C30–6 identify and demonstrate positive behaviours that show respect for self and others

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Do it Daily ... for Life!

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Kindergarten [DK–]	Grade 1 [D1–]	Grade 2 [D2–]	Grade 3 [D3–]
Students will:			
Effort			
DK–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	D2–1 express a willingness to participate regularly in physical education class	D3–1 express a willingness to participate regularly in physical education class
DK–2 participate with effort in physical activities	D1–2 demonstrate effort while participating in various activities	D2–2 identify personal factors that encourage movement	D3–2 describe factors that encourage movement and a personal feeling about movement
Safety			
DK–3 show a willingness to listen to directions and simple explanations	D1–3 show a willingness to listen to directions and simple explanations	D2–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity	D3–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
DK–4 participate in safe warm-up and cool-down activities	D1–4 participate in safe warm-up and cool-down activities	D2–4 demonstrate and participate in safe warm-up and cool-down activities	D3–4 demonstrate and participate in safe warm-up and cool-down activities
DK–5 experience moving safely and sensitively through all environments; e.g., movement activities	D1–5 move safely and sensitively through all environments; e.g., space awareness activities	D2–5 demonstrate moving safely and sensitively in various environments; e.g., modified games	D3–5 tell about safe movement experiences in various environments; e.g., gymnastic equipment

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 4 [D4–1]	Grade 5 [D5–]	Grade 6 [D6–]
Students will:		
Effort		
D4–1 demonstrate a willingness to participate regularly in physical education class	D5–1 participate regularly in physical activity to develop components of health-related fitness and movement skills	D6–1 demonstrate enjoyment of participation through extended effort in physical activity
D4–2 demonstrate factors that encourage movement	D5–2 demonstrate factors that encourage movement	D6–2 identify and demonstrate strategies that encourage participation and continued motivation
Safety		
D4–3 follow rules, routines and procedures for safety in a variety of activities	D5–3 identify and follow rules, routines and procedures for safety in a variety of activities	D6–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
D4–4 participate in, and identify the benefits of, safe warm-up and cool-down activities	D5–4 participate in, and identify the benefits of, safe warm-up and cool-down activities	D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
D4–5 describe how to move safely in various environments; e.g., skating rink	D5–5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety	D6–5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 7 [D7–]	Grade 8 [D8–]	Grade 9 [D9–]
Students will:		
Effort		
D7–1 participate regularly in, and identify the benefits of, an active lifestyle	D8–1 participate regularly in, and identify and describe the benefits of, an active lifestyle	D9–1 participate regularly in, and realize the benefits of, an active lifestyle
D7–2 identify and demonstrate strategies that encourage participation and continued motivation	D8–2 develop a personal plan that encourages participation and continued motivation	D9–2 develop a personal plan that encourages participation and continued motivation
Safety		
D7–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions	D8–3 select and apply rules, routines and procedures for safety in a variety of activities	D9–3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions
D7–4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities	D8–4 design and perform warm-up and cool-down activities	D9–4 analyze, design and perform warm-up and cool-down activities
D7–5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for in-line skating, ball hockey	D8–5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment	D9–5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Physical Education 10 [D10–]	Physical Education 20 [D20–]	Physical Education 30 D30–]
Students will:		
Effort		
D10–1 demonstrate a commitment to an active lifestyle through participation in and out of class	D20–1 model an active lifestyle	D30–1 model an active lifestyle
D10–2 develop a personal plan that is self-motivating and encourages ongoing participation	D20–2 refine a personal plan that is self-motivating and encourages ongoing participation	D30–2 recommend future changes and modifications to one's personal plan to maintain a healthy, active lifestyle
Safety		
D10–3 select and apply rules, routines and procedures of safety in a variety of activities	D20–3 develop and apply safety standards and rules in a variety of activities	D30–3 develop and apply safety standards and rules in a variety of activities
D10–4 analyze, design and assess warm-up and cool-down activities	D20–4 analyze, design and assess warm-up and cool-down activities	D30–4 analyze, design and assess warm-up and cool-down activities
D10–5 define and understand first aid principles and survival skills as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others	D20–5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others	D30–5 apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Kindergarten [DK–]	Grade 1 [D1–]	Grade 2 [D2–]	Grade 3 [D3–]
Students will:			
Goal Setting/Personal Challenge			
DK–6 participate in a class activity with a group goal; e.g., walk a predetermined distance	D1–6 participate in a class activity with a group goal; e.g., walk a predetermined distance	D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity	D3–6 set and achieve a short-term goal to increase effort and participation in one area of physical activity
DK–7 make choices to be involved in a variety of movement experiences	D1–7 try a challenging movement experience based on personal abilities	D2–7 identify ways to change an activity to make it a challenge based on personal abilities	D3–7 identify ways to change an activity to make it a challenge based on personal abilities
Active Living in the Community			
DK–8 describe appropriate places for children to play	D1–8 identify and experience safe places to play in the community	D2–8 identify types of physical activities people choose within the community	D3–8 describe types of physical activities people choose within the community and reasons for their choices
DK–9 make choices to be active	D1–9 make decisions to be active	D2–9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment	D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 4 [D4–1]	Grade 5 [D5–]	Grade 6 [D6–]
Students will:		
Goal Setting/Personal Challenge		
D4–6 set and achieve a long-term goal to increase effort and participation in one area of physical activity	D5–6 set long-term goals to improve personal performance based on interests and abilities	D6–6 set and modify goals to improve personal performance based on interests and abilities
D4–7 demonstrate different ways to achieve an activity goal that is personally challenging	D5–7 demonstrate different ways to achieve an activity goal that is personally challenging	D6–7 analyze and create different ways to achieve an activity goal that is personally challenging
Active Living in the Community		
D4–8 identify how people, facilities and communities influence physical activity	D5–8 create a strategy to promote participation in physical activity within the school and the community	D6–8 examine factors that influence community decisions to support and promote physical activity
D4–9 make decisions to be active within group activities or individually	D5–9 identify factors made to be active within group or individual activities on a daily basis	D6–9 choose and actively participate in a new group or individual activity that encourages daily participation

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 7 [D7–]	Grade 8 [D8–]	Grade 9 [D9–]
Students will:		
Goal Setting/Personal Challenge		
D7–6 record and analyze personal goals based on interests and abilities	D8–6 monitor, revise and refine personal goals based on interests and abilities	D9–6 determine and articulate challenging personal and team goals based on interests and abilities
D7–7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging	D8–7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	D9–7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group
Active Living in the Community		
D7–8 identify local community programs that promote physically active lifestyles	D8–8 analyze community programs that promote a physically active lifestyle	D9–8 evaluate community programs that promote physically active lifestyles and how they meet local needs
D7–9 identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers	D8–9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers	D9–9 develop strategies to counteract influences that limit involvement in physical activity

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Physical Education 10	Physical Education 20	Physical Education 30
Students will:		
Goal Setting/Personal Challenge		
D10–6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life	D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges	D30–6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges
D10–7 N/A	D20–7 N/A	D30–7 N/A
Active Living in the Community		
D10–8 investigate participation in community activity programs for all ages and the influences that affect participation	D20–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community	D30–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community
D10–9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community	D20–9 evaluate the issues that affect decision making in relation to being active daily	D30–9 develop strategies to offset influences that limit involvement in physical activity

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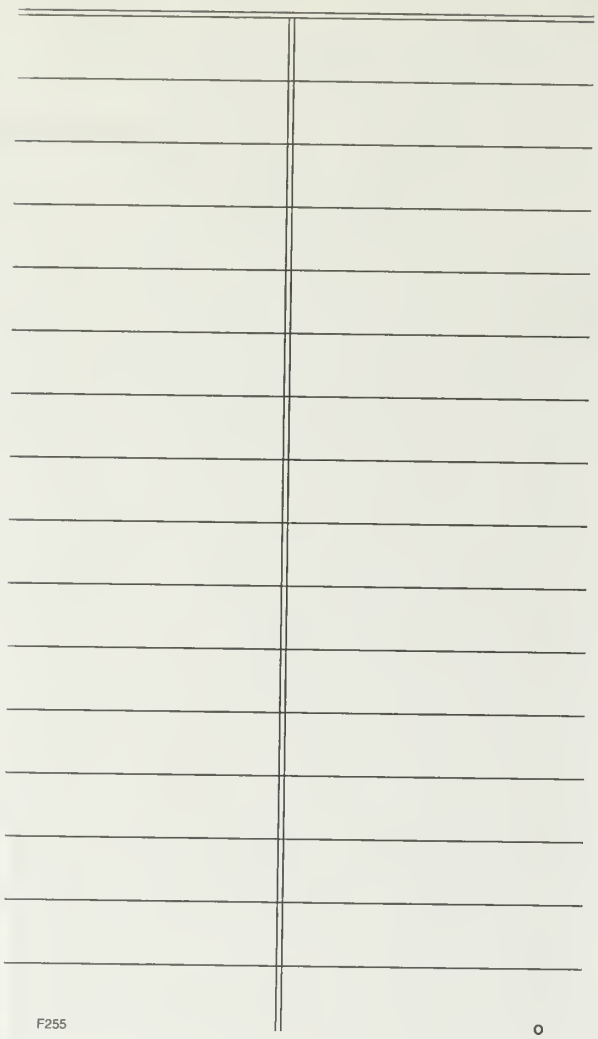

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